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ABSTRACT

The University of Western Australia's Target Student Support Project, initially funded by the Commonwealth government and subsequently by the institution, was designed to increase awareness and use of higher education opportunities among educationally disadvantaged secondary school students. The program had both academic and social components and was developed with considerable student input. Early program efforts were successful in achieving their stated objectives. Uncertainty of funding impaired its ongoing viability. Several conclusions about the program were reached. Objective support for improved academic persistence, performance, and satisfaction has not been demonstrated. Subjective evidence, including formal evaluation results and students' continued participation, is consistent and persuasive. The project offers the university an opportunity to demonstrate commitment to equity issues without compromising entry standards. It is part of a comprehensive plan to link with communities in which the university has had little impact. The student support service has demonstrated its ability to plan and supervise the complex project. The university's stated commitment to the student support service has not been demonstrated in its financial support. A system for determining the university's performance on equity issues should be implemented, and alternative channels should be established to coordinate this and other university equity projects. (MSE)

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Targeted Student Support Project

Progress Notes

30 June 1989

Charles Duffill
380 2424

Student Support Service

The University of Western Australia

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TSSP Student Workers, 1987-89

Clerical assistance and database work was ably handled by Yvonne Plant and Jocelyn Milward in 1987. Sharlene Graham carried out this work in 1988 and 1989, and also acted as a remakably competent project field worker. In both of these years, Nick Dale brought extraordinary enthusiasm into play as the camp director for 'Flying Start'. All 31 of the 1987 'pilot project' TSSP students gave freely of their time and their advice in a series of recorded interviews which produced the 1988 project design. Melissah Adams, Ric da Paz, Paul Early, Sharlene Graham, May Kwa, Eugene McGrath, Melissa Madafferi, Monika Muller, Mike Ogden, Justin Reid-Preston, Dean Smith, Steve Suleski, Shernaz Udwadia, and Rod Vanluinen comprised the student worker team for 'Flying Start' in 1988. They worked well. Andrew Brooker, Melissa Madafferi, Miriam Ward, Oreste Panaia, George Kavvadias, Vivien Bainbridge, Jocelyn Manning, Honan Zandi, Jackie Lo, Sharon Parker, Brad Alexander, Michael Holland, and Ridzuan Rahim were study group leaders in 1988, and Laura McFarlane and Maree Bikic prepared the Equity Survey packages for mailing. The 90 TSSP 1988 students were all active participants, and gave a great deal of encouragement and direction to the project workers. Many offered to work on 'Flying Start' 1989, all would have done a good job - but only 14 could be employed on the student worker team: Michelle Conaboy, Matt Dalziel, Caroline Dean, Laura MacFarlane, Iain McIntyre, Joe O'Hara, Richard O'Loughlin, Paula Passeretto, Patricia Salvati, Rachel Shipley, Jonathan Smith, Amanda Smith, Michael Stone, and Melissa Tapper. Another very successful team! Every one of these UWA students must share in any credit for the success of the project in 1988 and 1989.

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Summary:

'Targeting' allows limited resources to be used efficiently, and with a concern for equity, by directing specifically designed services and activities to those students who are considered most likely to benefit.

As presently implemented, the Targeted Student Support Project is a part of the commitment recorded in this institution's Educational Profile to work towards more equitable participation in tertiary education. The target schools of the project are the 78 secondary schools which rank highest on the Commonwealth's indicator of educational disadvantage and which currently provide only 22% of new UWA admissions. The project has been concerned so far with the development of effective support strategies for selected students admitted from these schools. There is an intention noted in the Educational Profile to add school-based activity aimed at improving tertiary awareness and increasing UWA admissions from the communities which are served by these schools - and by this University.

Initial Commonwealth funding ($11,000 in 1987) was used to facilitate the access of a group of newly admitted 'disadvantaged' students to existing student support services, and to record their early university experience in an attempt to gain some insight into the processes of social and academic integration. A case study approach was used. The contributions which a support agency might make to the successful integration of selected students were considered, and one outcome was a reassessment of the role of peer support groups in integrative processes. For project purposes, enrolled students were classified as 'disadvantaged' if they had previously attended one of the target schools of the project; if they were 'first generation students' (i.e., with neither parent a graduate); and if they were eligible for the Austudy living allowance. Such students are under-represented in UWA enrolments.

A comprehensive student support system was designed in 1987, with significant student input and consultation. With substantial Commonwealth support ($65.000) it was implemented in 1988, with the initial experience for the 90 participating students being 'Flying Start', a five day university preparation program. This had both academic and social components, and was reported by formal student evaluation to have been highly successful in terms of its stated objectives. Details of the program are included in the text of these notes, and comprehensive documentation is appended. A range of continuing support services and activities were successfully provided throughout the year.

In addition to confirming the significance of peer support groups in the processes of social and academic integration, the 1988 project indicated that a support agency could effectively promote their operation. Further, the considerable potential of such groups to contribute in turn to the support agency's agenda was clearly demonstrated: much of the credit for the success of the 'Flying Start' exercise must go to the students who were involved as project workers, and who were project participants in the previous year.

The project continued into 1989 with University funding, the intention being to consolidate and to improve a sound project design. 'Flying Start', the five day preparation phase of the year-long program, was again very well received by students, but the capacity to mount the continuing support phase of the program was severely impaired by funding uncertainties. The project worker's time commitment had to be reduced *when funds expected were not made available at the time expected,* and recovery from the consequent suspension of continuing support activities is expected to be difficult. The viability of this project is heavily dependent on the continuing promotion of effective peer support groups because their contribution to the success of the following year's work is crucial. Funding discontinuity puts this success at risk.

Some conclusions:

1 Objective support for improved academic persistence, performance, or satisfaction as a direct result of the project has not been demonstrated.

2 The subjective evidence is consistent and persuasive. The formal evaluation of 'Flying Start' and the subsequent comments and continued involvement of students recommend the project's continuance.

3 The project offers the University the opportunity to demonstrate a commitment to the Commonwealth's concern for issues of equity without any requirement for compromise on entry standards.

4 The project is part of a coherent and comprehensive plan to link with communities in which the University has had minimal impact, and the five year project development plan in the University's Educational Profile suggests means by which these community links might be strengthened. The plan should be implemented.

5 The Student Support Service has demonstrated its capacity to plan and to supervise the successful implementation of this complex and innovative project, and should retain responsibility for it.

6 The University has expressed a commitment to the Targeted Student Support Project in its Educational Profile. The nature and extent of this commitment, and the means by which it might be financed, have not been made clear. This situation needs to be resolved.

7 There is at present not sufficient data to allow an estimate of the University's current performance with respect to equity issues, and there is no system in place to correct this. An 'equity database' should be established.

8 The Targeted Student Support Project is one of a number of equity projects to which the University is committed. Administrative channels should be established to coordinate submissions, funding, and reporting.

Background

'Targeting'

The Student Support Service's interest in 'disadvantaged' students is long-established. Counsellors regularly meet students who are experiencing difficulty in sustaining their academic efforts, for reasons that are entirely unrelated to academic issues. Often, it is possible to contribute to a satisfactory resolution of the difficulty, but there are too many instances in which the student has simply been inadequately informed and advised, and is inadequately prepared or supported.

Experience suggests that such students tend to have a great deal in common. They are often from 'non-traditional' schools, and they are often from lower income families without previous university opportunities. They feel 'different' - uncomfortable on campus from their first day. They have many friends outside the university, who are beginning to enjoy the liberating effects of an income and a car, and they have very few friends - if any - on campus. They have an incomplete understanding of either the short-term or the long-term benefits of university education, and they have difficulty with the notion of self-directed study. The literature on voluntary or involuntary student discontinuance is in general agreement that many students withdraw or fail because of adjustment difficulties or environmental factors, but is less clear about the characteristics of students who comprise the statistics and in very much less than general agreement about strategies for reducing the phenomena.

Student Support Service staff first experimented with a scheme which attempted to locate students who approximated this 'at risk' stereotype by means of publicity in schools, and then offered them easy access to a counsellor during the summer break preceding UWA entry. The counsellor would then seek to inform, to advise, and to refer students to appropriate faculty staff. The problem was that when the 'Summer Counselling Program' was advertised, the students who responded were just as likely to be well-informed as ill-informed. A 1985 refinement - the offering of a two-day seminar based 'Tertiary Orientation Program' - had the same shortcoming. The confident and well-informed responded to an invitation to take part, while the less well-advised stayed away.

The solution was 'targeting', which meant accepting some criteria of disadvantage based on more or less readily available data, locating students who met these criteria, and offering a package of some kind to them and not

to anyone else. As (since the Karmel Report) the unit of identification of 'disadvantage' in the Commonwealth's educational interventions has been the school, it made sense to begin with that: to focus effort on schools which had already been identified as educationally disadvantaged. These were likely to be the schools from which the fewest students came to UWA, and would serve a greater proportion of families with less than ideal support resources.

Initial funding

Advice was received early in January 1987 that in response to an application originally submitted in 1985, limited funds would be available from the Higher Education Equity Program for work related to the support of enrolled 'disadvantaged' students. The sum approved ($11,000), and the time of confirmation, required that considerable departures from the original proposal be made: the project could be essentially nothing more than an exploratory exercise, with activities restricted to those which could be expected to add directly to an understanding of certain of the problems of disadvantage at this University, and which might therefore enhance the effectiveness of any future commitment of effort or expenditure in support of students.

The original proposal was redesigned for 1987 so as to facilitate the access of a group of newly admitted 'disadvantaged' students to existing student support services, and to record their early University experience in an attempt to gain some insight into the process first described by Tinto (1975) as 'academic integration'. The importance of referring to Tinto's model is that it rejects the notion of 'orientation' as an *event* and substitutes the concept of integration as a set of closely associated social and academic *processes*.

A case study approach, with the collection of data by a series of directed interviews, was considered to be appropriate. This proved to be a fortunate decision, in that it led inevitably to reassessments of the significance of the somewhat neglected process of 'social integration'; of the role of peer support groups in integrative processes; and of the contributions which a support agency might make to the successful integration - social and academic - of selected students.

Selecting students for the 1987 pilot project

'Disadvantaged' students

For project purposes, students were to be considered 'disadvantaged' if :

- in 1986 they had attended a target school of the Commonwealth's Participation and Equity Program from which fewer than 10 new students had been admitted in 1987;
- neither of their parents had university experience (that is, if they were 'first generation students');
- they expected to receive some financial support from the Commonwealth in the form of all or part of the Austudy living allowance.

It was assumed (and experience with the 1987 TSSP group supported this assumption), that in comparison to the majority of UWA admissions such students were at risk of being less well informed about university life; less well prepared (personally and socially) for the experience; and less well supported by family, community, or peer networks. Additional criteria for inclusion in the pilot project related to

- enrolment (in the faculties of Arts, Economics and Commerce, Engineering, and Science);
- home address (metropolitan).

It was considered that the experiences of students in other faculties, with much smaller staff and student numbers, might be quite different in that more support from academic staff and from peers would be available. The metropolitan address limitation was due to budget considerations - home contacts were planned.

PEP target schools

About a quarter of all government and private secondary schools in W.A. were target schools of the Participation and Equity Program (PEP) in 1987. A list of these schools - from some of which UWA undergraduates have never

come - appears as Appendix 1. The selection of schools for inclusion in this Commonwealth-funded program had been approved by a joint State-Commonwealth advisory committee on the basis of a number of socio-economic factors, one of the more significant of which was a low retention rate to Year 12. In 1983, before the systematic introduction of newly developed non-academic upper school courses, there were some schools in which fewer than one in five students admitted in Year 8 was being retained through to the beginning of Year 12. The 'apparent' Year 8 to Year 12 retention rate for these PEP target schools was 30%, compared with a overall state figure of 39%. This figure is not corrected either for the influx of upper school students from nearby smaller communities, or for the enclaves of talented students attending these schools because of their designation as 'centres of excellence' in particular subjects. By 1986, the apparent retention rates of target schools had been significantly improved - to mean of 38%, about equal to the 1983 state figure. (Appendix 2 lists the apparent retention rates of all government-sector PEP target schools). However this increase in retention was partly due to the introduction of non-TEE courses - which have no direct effect on tertiary enrolments from schools which offer them - and meanwhile the overall rate had risen to 49%. That is, the target schools - although improved - were still performing relatively poorly. In fact, outside the 'enclaves of excellence' hosted by some of these schools, the majority expectation is early school leaving, not tertiary education, and ex-students of such schools remained poorly represented in tertiary enrolments. As shown in Table 1 (page 5, extracted from Appendix 2) the 18 large metropolitan PEP target Senior High Schools which did not have special status as designated centres of excellence for particular subjects, or which did not serve as TEE centres for neighbouring communities, together accounted for only 74 of the 1487 UWA direct entry 1987 new enrolments.

Family education and income

Information on the educational experience of parents and on Austudy eligibility was not readily available, and in order to collect it a telephone survey had to be carried out of newly-enrolled metropolitan ex-students of government and private target schools. This was done in late March. Invitations to participate in a 1987 Targeted Student Support Project were then mailed to 32 students who met the project criteria. Care was taken to present the project accurately and positively to students and to avoid use of the term 'disadvantaged', which was considered to be neither helpful nor

necessary. Appendix 3 includes a copy of the letter of invitation and of the 'accompanying statement' which outlined project objectives, selection criteria, and the obligations and benefits of participation.

It was hoped that perhaps 20 or 24 students would respond positively, but of the 32 contacted 31 agreed to become case study subjects.

Table 1
Direct 1987 UWA enrolment (all faculties) from 18 selected metropolitan Senior High Schools

PEP Target School	UWA Enrolments 1987
Armadale	7
Balga	3
Belmont	5
Cannington	4
Cecil Andrews	0
Cyril Jackson	3
Forrestfield	5
Girrawheen	1
Hamilton	6
Kewdale	2
Kwinana	4
Lockridge	4
Lynwood	11
Maddington	2
Mirrabooka	8
North Lake	3
South Fremantle	0
Swan View	6
UWA enrolments, these 18 schools	74
All ex-school enrolments (121 schools)	1487

TSSP 1987: the pilot project

Aims of the 1987 pilot project

The Targeted Student Support Project (TSSP 1987) was presented as being one from which both the university and the participating students would benefit. Its aims were listed as follows:

- To improve the university's understanding of the experience of new students;
- To evaluate current student support practices of the university, and to develop ideas for innovation and change;
- To facilitate target group access to existing student support services.

It was explained that any ideas for innovation and change in student support practices which this project might suggest were to come directly from the participating students, who were expected to give some time to the project worker once every 4 weeks or so between April and December, making 5 or 6 contacts in all, during which interviews would be recorded. They would be asked to reflect and to comment on their university experience, and were advised that one outcome of the project was expected to be a set of (anonymous) 'case studies' which would be intended to give both university personnel and future students an idea of what it was like to have been a new UWA student in 1987.

Student benefits

The principal benefits of project involvement expected for students were claimed to be these:

- UWA contact number: The Project worker undertook to respond appropriately to any request for information, assistance, advice, or counselling from any of the participating students, on any academic, administrative, or personal matter.
- Study Room: A centrally located study room was to be available for the exclusive use of participating students, from 6.00pm on weekdays and at any time during weekends.

- Academic Tutorials: Specific subject tutorials would be organised in response to the needs of participating students, and a place in any of the Student Support Service learning skills courses would be guaranteed.

- Personal Development Workshops: Activities which had objectives related to personal rather than to academic development could be provided.

- Recreational Activities: Project funds would be available to facilitate the involvement of students in on-campus leisure and recreation activities sponsored by the Guild.

Case study material

As planned, a series of 5 or 6 interviews were recorded with most students and with one or both of their parents, and the text of all of these was audiotyped to computer files for later editing. Interviews were all of the 'intentional', unstructured type: that is, for each round of interviews the agenda was dealt with not by a series of set questions, but by a checklist of information or of opinion being sought. This technique recognises that unforeseen disclosures may be highly relevant to the purposes of interview, and that they are more likely if the interview experience is relatively informal and does not limit discussion to predetermined issues.

The computer files of interview transcripts have been subject to a first edit: the interviewer's directed questions and incidental comments have been cut, as has any text which concerned issues which were essentially private or which were not directly relevant to the stated aims of the project. The files now occupy 924k of disk space - equivalent to about 250 pages in print form. This is resource material with some potential for offering insight into the process of academic integration, and into some of the difficulties which students are required to overcome. Due to revised project priorities, systematic content analysis has not yet been carried out - except for the round of interviews in Term 3, which sought ideas for possible components of a student support program for 1988. These ideas were submitted to a larger student group for their assessment and comment (see page 8).

Perhaps not surprisingly, in view of common elements in the backgrounds of the 1987 group, there was a great deal of commonality of experience and opinion. Students were initially quite overawed by the size and complexity

of the institution and of their relatively insignificant place in it. As the year progressed, many expressed disappointment or even disillusionment with some of the academic aspects of their experience, in particular with what some *imagined* to be less than an ideal level of commitment or of expertise on the part of teaching staff. Others ascribed their disappointment as being either a result of unrealistic expectations, or as a consequence of the differences between their school (always the basis for their comparisons and judgments) and the university in terms of the teaching strategies necessarily used. Students regretted that they were unable to relate to academic staff in the same way which they reported to have been possible in the context of the school, and there was a general difficulty in coming to terms with this.

One possible reason for this is the significance of the relationship which many students reported having had with a particular subject teacher. It was very commonly reported that it had been a teacher who had been critically influential in a student's decision to apply for a place at UWA - presumably a teacher who had recognised academic potential, and had felt a professional obligation to encourage, to advise, and to inform. In some cases, students found the absence of such a directly supportive professional interest to be quite unsettling, and some sought it from the project worker. Added to the loss of this professional interest and support, which the Participation and Equity Program had specifically promoted in all of the schools from which project students came, there was in many cases a critical loss of peer support, due to the dispersion of old networks and the difficulty of finding new ones. This emphasised the potential value of facilitating the establishment of supportive peer networking, and caused this to become a principal objective of the project for 1988.

Contact with the project worker

In addition to the recorded interviews, there were frequent unscheduled contacts between students and the project worker.

- Students sought advice and counselling on a the normal range of personal, social, and academic issues, and these were either dealt with immediately when the competence of the project worker permitted this, or were referred on appropriately.

- Individual tutoring was arranged as requested, and in recognition of preferences this involved the employment of undergraduate students from the Guild's register of coaches and tutors.

- On-campus recreational involvement was facilitated by part-sponsorship in Guild 'Recreate' programs, which some students reported to be have unexpected social benefits.

- Improved computer access was a concern of several Computing Science students, and following its provision there was an expression of interest by other students in use of the project Macintosh for word-processing.

Identifying components of a 1988 student support project

One round of recorded interviews sought suggestions for possible components of a 1988 student support program. A list was produced of all the suggestions which it seemed possible the university might be able to implement. They were then grouped according to which of three phases of a support program they were best placed in:

- *Information phase:* from the first submission of tertiary preferences to enrolment

- *Preparation phase:* between enrolment and commencement

- *Continuing support phase:* from commencement to the end of the first academic year.

The 27 project students who were still enrolled in third term were asked to rate the value of each of the components (some of which were included in more than one of the three phases). A five point scale was used, and students were asked to indicate the value which each service or activity would have had for them, had it been available at the appropriate time. (Instructions were to use '5' to indicate an activity of <u>great</u> value, '3' for an activity of <u>some</u> value, or '1' for an activity of <u>little or no</u> value). Following this, the lowest rating items were eliminated, and revised survey forms were mailed to all enrolled ex-target school students. The covering letter and the survey form are attached as Appendix 4. From a mailing of 245, there were 133 responses: somewhat fewer than had been hoped - probably because the exercise was carried out in the weeks immediately preceding the annual examinations.

The most highly rated *information phase* activities - those which might be expected to provide more complete information or advice about course or

subject selection - are listed in Table 2. In addition to the mean rating, the percentage of respondents rating each item at 3 or higher is shown, and items are listed in order of this figure.

Table 2
Student valuing of information phase (pre-enrolment) student support services or activities
Services or activities 'of great value': 5; 'of some value': 3; 'of little or no value': 1

Service or Activity	Mean Value	% of values from 3 to 5
Group visits to faculties for general information and subject details. Introduction to Sub-Deans, faculty advisers, or course controllers	3.9	94%
Individual meetings with academic or counselling staff to confirm course or subject decisions	4.0	92%
Discussion of course or subject choices with students who have just completed their first year	3.9	87%
Pre-enrolment session at UWA to clarify process	3.6	82%

In fact, an information phase including these items could not be implemented because of the administrative requirement that 1988 UWA applicants not be contacted directly before offers were made. However, it is clear that many students see value in certain pre-university experiences which could be provided at little cost, some of which are currently provided to students at some schools, and some of which are on open offer to students. In conversations with project students, many claimed to be unfamiliar with the open invitations to seek advice from Sub-Deans and other university staff, and some claimed to have been unaware of the 'Evenings for Prospective Students', which had been well-publicised and were well-attended. Others of course, may have been insufficiently confident to initiate contact, or may even have been uncertain then of what they needed to know.

The ratings given to *preparation phase* activities, intended to be offered between enrolment and commencement, are listed below in Table 3, in order of support. Survey items attracting less than 60% support (i.e., a rating of 3 to 5) have been omitted.

Table 3
Student valuing of preparation phase (pre-term) student support services or activities
Services or activities 'of great value': 5; 'of some value': 3; 'of little or no value': 1

Service or Activity	Mean Value	% of values from 3 to 5
Departmental visits: introduction to departmental resources, organisation, research, and personnel	**3.6**	**90%**
Reader Education: subject-specific library based instruction in library resources and materials	**3.8**	**87%**
Introduction to Guild resources and to on-campus social, recreational, and cultural activities	**3.6**	**86%**
Study skills courses: Essay and assignment work	**3.7**	**85%**
Informal meetings with lecturers and tutors of relevant first year units	**3.6**	**85%**
Discussion of course or units with students who have just completed their first year	**3.7**	**82%**
Set pre-term reading or tutorials in 'new' subjects (i.e., those not taught at TEE level)	**3.6**	**82%**
Study skills courses:		
Lecture note taking	**3.7**	**81%**
Time management	3.4	78%
Tutorial participation and presentation	3.3	76%
Student organised residential camp, including social, recreational, and cultural components	3.1	71%
Background or 'bridging' course for students who have not taken some relevant subject at TEE level	3.2	62%

These survey results were taken as prescriptive: the direction and content of the preparation phase of the 1988 Targeted Student Support Project were considered to have been defined, and detailed planning began immediately - with one deliberate departure from the collated opinion of survey respondents. The advice of students who had attended the 1987 Guild Orientation Camp (that it had been critically important to their successful adjustment) was such that a residential camp was included in plans for 1988, despite its having been one of the less generally well-supported ideas. This advice, and the decision to act on it were later proven to have been sound.

The 1988 targeting procedure

The collection of targeting data: strategies considered

By November 1987, the basic shape of the 1988 project had been decided. There would be a five day event in mid-February including some formal on-campus orientation work, a weekend camp, and a range of continuing support activities. A target group of newly enrolled students would be invited to take part, and the invitation would be mailed out with offers of a place at UWA. From data relating to expressed preferences, offers, and enrolments in 1987, it was expected that about 240 students might be admitted from PEP target schools in 1988, of whom 90 could be accepted into the project. Socio-economic information - 'targeting data' - would be collected on this group, as invitations to participate in the project would be sent not to all 240 ex-target school students, but only to those of them who ought be given priority based on considerations of equity. Project inclusion criteria, which would certainly include first generation student status, would be developed following collection and analysis of the targeting data.

What remained undecided was the means by which this targeting data was to be obtained. Such information as was needed is not routinely collected by the University. Three strategies were considered:

* School-based data collection: This would have required the cooperation of schools either in some kind of socio-economic survey, or in a promotion of the project amongst their Year 12 students. It is likely that this cooperation would have been willingly given. However, the advice given late in 1987 was that other institutions might have reason to object and might be expected to object to this University acting in schools in a way which could be interpreted as intervention in the 'normal' expression of tertiary preferences. (The active and competitive recruiting practices which have been introduced since that time suggest that the advice which would now be given might be quite different!)

* Enrolment-based data collection: It can be argued that the routine collection of the required 'targeting data' or of similar information from enrolling students (as part of the enrolment process) would add considerably to the university's knowledge of the socio-economic status of its student population, and would allow the development of

appropriate and precise responses to the Commonwealth's direction that equity issues be addressed. For example, the University's Educational Profile states that the retention rate of disadvantaged students is "traditionally low". Unfortunately, there is no available data which to support this view - or indeed, to refute it. (It is well known that the strength of a "traditionally" held view - including this one - is no guide to its veracity!) Because there is some lack of clarity about the nature or criteria of at least some aspects of 'disadvantage', and because relevant data seems not to have been collected on UWA applicants, entrants, and voluntary and involuntary withdrawals, no definite statements can be made. However, advice was given that the administrative difficulty of adding to an already complex enrolment procedure seemed to preclude enrolment-based data collection, particularly in 1988. Due to the Bicentennial long weekend, one day less than usual would be available for enrolment operations.

* Survey-based data collection: The tertiary preferences of TEE candidates are first submitted in October each year. If access to Tertiary Institution Service Centre files could be secured, then data collection forms could be mailed to all potential 1988 ex-target school UWA admissions well in advance of enrolment. The usefulness of this data for targeting purposes would depend on the survey return rate.

Data collection by postal survey was the strategy selected. In addition to the admittedly somewhat feeble virtue of avoiding the problems associated with the non-preferred strategies, the survey method promised some insight into the socio-economic circumstances of a number of students who had aspired unsuccessfully to UWA admission, as well as providing an 'equity-oriented' profile of a somewhat smaller group actually admitted. Further, the construction of an equity survey database in advance of offers being made would allow a variety of alternative project inclusion criteria to be tested. The aim was to develop procedures which took account of equity considerations to reduce the target group of students to a size which the proposed support project could competently handle.

The 'Equity Survey'

In November 1987 the Tertiary Institutions Service Centre provided a list and address label set of all TEE students from target schools who had expressed any preference for a place at UWA.. A survey form and a covering letter was mailed to them: copies are attached as Appendix 5. Concern that UWA not be seen to be involved in any attempt to induce a change of preferences by making any kind of special offer to selected students demanded that part of the agenda of the operation should not at this time be apparent to students. Information was sought on the educational experience, occupation, ethnicity, first language of family members, and family income (in terms of Austudy eligibility). An 'Equity Survey Database' was made ready for the keying in of details, using the integrated software product 'MS Works', on the project's Macintosh computer. MS Works has a record selection function, which allows a series of selection rules to be applied to the database in sequence, successively reducing the size of the selected group. Selection rules were prepared in advance.

The response to the survey was highly satisfactory, no doubt as a result of the predictable interest of these particular students in any University-sourced correspondence. Parental objections or enquiries relevant to some of the survey form items were anticipated, and Student Support Service staff were briefed on how to handle these positively. But in fact only 6 telephone calls were received; all callers were curious rather than hostile; and all calls were. satisfactorily dealt with. Presumably the objectors were non-respondents. Of the 1045 forms mailed out, 868 were returned - a response rate of 83%.- of which 847 could be used in the targeting database. (Others were received too late - after first round offers had been posted out).

Appendix 6 is a simple statistical description of the database population (n-847), included as an example of data which might be collected if the university wished to describe either its applicant or its admissions population in terms which are related to some of the equity issues which are of concern to the Commonwealth. It will be noted that of the fathers of these UWA applicants 50% have not completed their secondary schooling, 36% are tradesmen or manual workers (including tradesmen), and 53% are foreign born; in 18% of homes the most commonly used language is not English; and 35% of students expect to receive Austudy. It is not clear how typical this group of applicants is of the total UWA applicant population.

Invitations to participate in the 1988 project

On 20 January 1988 UWA places in Arts, Economics and Commerce, Engineering, and Science were offered to 249 ex-target school students, of whom 229 were Equity Survey respondents. (Note that the survey forms returned by this date in fact concerned 92% of the students who were offered places in the faculties of interest: that is, there were only 20 ex-target school students receiving first round offers for whom equity survey data was not on file). Thanks to the cooperation and efficiency of the Admissions Office, details of relevant first round offers were provided early in the morning of the 20th. They were immediately added to the equity survey database. Prepared targeting criteria (MS Works 'selection rules') were then tested on this population. The characteristics of this group were such that application of only the first of a hierarchy of selection rules ('first generation student' status) reduced the number appropriately. The Austudy eligibility criterion for project inclusion -which had been used for the 1987 work - could not be applied, as this would have reduced possible participants to a number fewer than the project could accommodate, and for the same reason details of parental occupation and ethnicity had to be disregarded. As planned, invitations to participate in the project were mailed out on the same day as first round offers. The 157 'first generation' students (those whose parents were not university graduates) were sent the following material, which is attached as Appendix 7:

* personalised copies of the letter of invitation,
* an information sheet on the Targeted Student Support project, and
* a promotional leaflet on the five day pre-university program, now referred to as 'Flying Start'.

Students were able to respond on their day of enrolment to their invitation to participate in the project. Student volunteers who had been involved in the planning of the 1988 project were on hand to deal with enquiries. (This proved to be a very successful feature of the process, and was extended in the following year).The first 90 students who agreed to the conditions of registration were accepted. These conditions were simply that students were able to take part in the whole five day program, and intended to do so. (See project 'Registration Form', Appendix 8). About 15 students expressed strong interest in participation but felt unable to make this commitment because of part-time or full-time employment, and as it had been decided that preference should be given to students who could be fully involved, these people were excluded. Several others reported that parental approval for a

residential camp would not be forthcoming, and these were treated similarly. At the time it was thought important - to the objective of establishing a strong, mutually supportive group - for all participants to participate in all experiences: but in retrospect the exclusion of students who were unable to become fully involved seems to have been an unnecessarily harsh practice. It was not applied in 1989.

The 1988 TSSP group

Appendix 9 is a summary of the Equity Survey data relating to the registered TSSP students, set out under the same headings as used for the statistical description of the ex-target school applicants in Appendix 6.

The highest educational qualification of the fathers of the ex-target school applicant group, first offer group, and TSSP participants is shown in Table 4, below. Note that the proportion of graduate fathers in the first offer group is much like that for the Australian undergraduate population: 28% in 1984 (DEET 1987). At that time only 4.9% of Australian males aged 40-49 held university degrees.

Table 4
Highest educational qualification of father,
1988 Equity Survey respondents

Highest educational qualification of father	All Applicants n=847	First Offers n=229	TSSP Group n=90
No secondary schooling	13.1%	10.9%	17.8%
Some secondary schooling	37.7%	28.8%	41.1%
Completed secondary school	14.4%	13.1%	15.6%
Post secondary certificate	18.7%	21.8%	25.6%
Degree from a university	15.4%	25.3%	0.0%

Because of the nexus between educational qualification and occupational status, applying a selection rule which concerns the educational qualification of the fathers of students alters the composition of the group in respect of the occupational status of fathers, as Table 5 (page 19) shows. Table 6 (page 19) shows that in terms of this key indicator of social class, the TSSP group resembles the general Australian population more closely than does the university student population. There is still an over-representation of students from families connected with the professions, at the expense of those connected with clerical and sales related occupations, but the heavy bias against children of tradesmen and manual workers - seen in the university student population - has been corrected.

Table 5
Occupational Status of fathers of Equity Survey respondent applicants and admissions

Occupational Group of Father	All applicants (n=847)	First offers (n=229)	**TSSP Group (n=90)**
Professional	28.0%	39.3%	**26.5%**
Managerial	20.4%	17.1%	**20.5%**
Clerical, Sales	12.7%	11.4%	**7.2%**
Trades, Manual	38.9%	32.2%	**45.8%**

ASCO Codes of Occupational Groups:
Professional: 2,3; Managerial: 1; Clerical, Sales: 5, 6; Trades, Manual: 4,7,8
('Deceased', 'unemployed', 'retired', and incomplete responses left out...)

Table 6
Occupational Status of fathers of Australian University students and 1988 UWA TSSP Group compared with occupational status of Australian males aged 35 to 54 years

Occupational Group	1984 Australian University students[1]	**1988 TSSP Group (n=90)[3]**	1986 Census Employed Males 35 to 54 yrs[2]
Professional	37.7%	**26.5%**	20.3%
Managerial	28.9%	**20.5%**	19.8%
Clerical, Sales	11.2%	**7.2%**	14.2%
Trades, Manual	22.2%	**45.8%**	45.8%

ASCO Codes of Occupational Groups:
Professional: 2,3; Managerial: 1; Clerical, Sales: 5, 6; Trades, Manual: 4,7,8.
Notes.
1: Source is DEET (1987) p 75; 2: Percentages are of adequate responses;
3: 'Deceased', 'unemployed', 'retired', and incomplete responses left out...

When the proportion of equity survey respondents who were successful in receiving first round UWA offers is considered (offers of places in the faculties with which this project is concerned) it is evident that there is a relationship between this figure and the occupational status of their fathers. See Table 7 (next page).

Table 7
Proportion of Equity Survey UWA applicants receiving first round offers by Occupational Status of fathers

Occupational Group of Father	Number of applicants	Number of first round offers	'Offer rate'
Professional	211	83	**.39**
Managerial	161	36	**.22**
Clerical, Sales	100	24	**.24**
Trades, Manual	307	68	**.22**
Totals	789	211	.27

ASCO Codes of Occupational Groups:
Professional: 2,3; Managerial: 1; Clerical, Sales: 5, 6; Trades, Manual: 4,7,8
('Deceased', 'unemployed', 'retired', and incomplete responses left out...)

Whether these differences might be accounted for entirely in terms of entry aggregate is not clear, but needs to be ascertained, because an alternative explanation is that the student children of non-professional fathers are less well informed or less well advised regarding the expression of their preferences: perhaps, for example, they are not connecting the information from their schools regarding their likely aggregate, and information from TISC about the recent aggregate requirements of UWA courses.

There is a similar difference in the 'offer rate' applying to ex-students of PEP target schools (.28) and non-target schools (.40). This also invites explanation, as there may be implications for the direction, the content, and the style of tertiary awareness work in particular categories of schools.

'Flying Start': Design and implementation

Although the students who had cooperated in the series of extended interviews during 1987 had been generally positive about their UWA experience, they had offered some criticism and had reported some difficulties. Most consistent amongst these were feelings that:

- the university had done little to make them feel welcome or valued;
- they had not been well-informed either about the general demands of tertiary education or about the particular requirements of specific units in their course;
- that it was difficult to get to know academic staff;
- that it was important to develop personally and academically supportive friendships with their new fellow students.

The 1988 "Flying Start" week was designed - in both form and content - specifically to address these four issues. It was to incorporate the following activities, all of which had been highly valued by 1987 students:

- Group visits to faculties for general information and subject details. Introduction to Sub-Deans, faculty advisers, or course controllers.
- Departmental visits: introduction to departmental resources, organisation, research, and personnel.
- Reader Education: subject-specific library based instruction in library resources and materials.
- Introduction to Guild resources and to on-campus social, recreational, and cultural activities.
- Informal meetings with lecturers and tutors of relevant first year units.
- Discussion of course or units with students who have just completed their first year.
- Study skills courses in essay work and lecture note taking.

- Student organised residential camp, including social, recreational, and cultural components.

The week was quite deliberately managed rather like a conference, with new students being treated very much as participants at a professional conference might expect or prefer to be treated. It was considered important that the students' initial impressions of university life should be significantly different to any secondary school experience in order to signal this institution's recognition of their new status. The following 'conference-like' features were part of the program:

- Registration was a formal requirement of participation, and some commitment to the Flying Start week was demanded.

- Official confirmation of registration was sent by mail, with more specific advice being provided about commencement time and place, specially arranged parking facilities, and catering arrangements for the on-campus days.

- All correspondence to participants was 'personalised' (individually addressed by computer), on crested University letterhead, and was signed.

- On-campus venues were clearly marked with the 'Flying Start' logo, and a 'Flying Start' office was staffed by project workers.

- A team of second-year students - all of whom had been involved in the 1987 exercise - were employed as project workers. They had been carefully briefed regarding their contribution to the processes and the proceedings which were being implemented, and were all committed to and enthusiastic about the project. They wore distinctive name badges and were introduced to participants during the opening session.

- Individual name badges incorporating the University crest and the 'Flying Start' logo were computer printed for all participants, were worn by all project workers or session presenters, and were made available to all cooperating UWA staff.

- Distinctive individual 'Flying Start' files were prepared for all participants, and were issued when students checked in on the first day. Included in these files was the following:

  - Campus map;
  - Copy of the student's TSSP database entry (for confirmation);
  - Blank TSSP 'identity card' (for laminating after signing);
  - Library card application form;
  - Departmental visit preference form;
  - Orientation issue of 'Uninews';
  - Information relating to the residential camp part of the program;
  - Detailed timetable for the three on-campus days.

- On the first day of the program, new students were met by the project workers, were advised which working group they were assigned to, and were personally directed to the opening venue.

- The program began in plenary session with an official welcome by the Deputy Vice-Chancellor, before breaking into working groups.

- Morning and afternoon tea and coffee were provided.

- Lunch was provided for all participants, project workers, and session presenters in a designated area of the main dining room, Currie Hall. Tables were arranged to allow, but not to require, working groups to be seated together.

During the three days of timetabled on-campus events, the 90 students worked in six approximately equal-sized groups. Students from the faculties of Arts or Science were regrouped as Social Science, Humanities, Biological Science, or Physical Science students (on the basis of enrolled units) while those enrolled in the faculties of Economics and Commerce or Engineering remained in faculty groups. The intention was both to facilitate the formation of peer groups based on common academic interests, and to permit session presenters to be course or subject specific. The timetable for one group (Arts 'A': Social Sciences) is attached as Appendix 10. Timetabled events included:

- An official welcome by the Deputy Vice Chancellor: This was intended to demonstrate the university's special interest in students entering from 'non-traditional' feeder schools and to

assert institutional confidence in their academic future. A formal setting in a University residential college was used, new students were seated by project workers, and morning tea was served following the welcoming speech.

- A meeting with the faculty Sub-Dean: All four relevant Sub-Deans agreed to meet informally with one or two groups of students in order to explain something of the general organisation, procedures, and resources of the faculty, and of the sub-dean's particular interests and responsibilities.

- Two library user education sessions: Library staff prepared short reader education programs designed to introduce students to the particular on-line document and information retrieval resources with which they would need to become familiar. For each of the six working groups, sessions were held in the appropriate university library and were prepared and presented by the subject specialists.

- Visits to Student Support Service and Graduate Careers Service: These were arranged to familiarise students with the personnel, the resources, and the services available.

- Visits to University teaching Departments: Students nominated two Departments, and visited each in order to meet an academic staff member who had expressed interest in providing an introduction to the resources, to the personnel, and to some of the research activities of the department; in offering advice on how best to approach first year studies in the department; and in indicating to new students where these studies might lead.

- A three session 'study effectiveness course': This was designed and presented by an academic from another local university. This person has had a long-term interest and involvement in assisting tertiary students to improve their study skills, both by virtue of planning and teaching units which address the issues, and as the author of several well-received publications in the area. Topics introduced in this short course were:

  - Session 1: Motivation, goal-setting, time management, and handling stress. How to work *smarter* not harder.

- Session 2: The lecture - advantages and disadvantages - and how to learn effectively from it. How to listen effectively and how to take proper lecture notes.

- Session 3: The principles of effective verbal, non-verbal, and written communication. How to apply these basic principles and skills at university, specifically in a tutorial or seminar setting.

* Seminars with successful students: A comprehensive list of issues which seminar presenters might choose to include had been discussed with all employed students during preparations for the week. A variety of approaches were taken, all successfully. The intention was to facilitate some insight into the experiences of recently successful students.

* Guild and Recreation Centre orientation: A brief tour of Guild and Recreation Centre was arranged with the cooperation of the Guild President,. to whom students were introduced. An outline was given of the resources and services provided to members.

* 'Equity' and TSSP: An explanation of the Federal Government's current 'Equity' policy and how this might find expression in Australian universities; of how the Targeted Student Support Project (TSSP) came about, what it is intended to do and how previous students have contributed; of how present students were selected and how they should benefit from the project.

A two day residential camp (at Nanga, near Dwellingup) completed the five day experience. This was entirely planned and managed by a committee consisting of the Camp Director and the eight second year project workers. The committee accepted that a major objective of the 'Flying Start' camp was the establishment and promotion of peer support networks.

In order to ensure that an appropriate range of experience and skill was applied to the 'Flying Start' exercise, 16 people were employed for various periods prior to and during the week:

* A camp director was employed for half a day each week from October 1987 through to February 1988, and full-time during enrolment and 'Flying Start' weeks. He was a senior undergraduate student who had previously been responsible for two successful

Guild orientation camps. He was strongly supportive of the aims of the project, undertook his work with exceptional vigour and enthusiasm, and must take a great deal of credit for the overall outcome of the 1988 project - in which he maintained an active and constructive interest long after his period of formal employment. His assigned responsibilities were:

- Planning and organising the social, cultural, and recreational aspects of the five day 'Flying Start' program,

- Consulting nominated 1987 TSSP students with respect to this planning, by means of arranged meetings,

- Liaising with Guild and other campus personnel who were to be involved in the social, cultural, and recreational aspects of the program,

- Arranging for accommodation, transport, catering and other services in connection with the residential camp component of the program,

- Supervising the operation of all of the social and cultural aspects of the program, including both the on-campus and the residential days

- Planning and presenting the timetabled Guild orientation session to each 'Flying Start' group

* A study skills consultant was contracted for the three on-campus days to provide a short three-session course for each of the six working groups. (See above). The availability of this person, and his particular enthusiasm for this project, was a significant factor in the success of the week as a whole. With several popular study skills manuals in print, and with some years of experience in handling the issues with newly enrolled tertiary students, excellence was not unexpected.

* A team of 14 second-year students, all of whom had taken part in the 1987 project, and all of whom had volunteered to help with the Flying Start week, were employed in the following capacities during the five days:

- Seminar presenters: Three students from each faculty prepared and presented a 1 hour seminar for new students. The aim was to provide a student point of view of UWA in general, and about how to approach studies in a particular faculty.

- General project assistants: Four students were on standby throughout each day to take groups to various venues on campus; to liaise with session leaders; to set up rooms for each session; and to carry out clerical tasks as required.

- Camp workers: Eight students were employed to assist the camp director and catering staff with practical, clerical, or organisational tasks throughout the weekend camp, as required.

In addition to the contributions of these 16 project workers and of 2 Student Support Service counsellors, the timetabled 'Flying Start' events required the direct cooperation of 32 university staff members:

* 4 Sub-Deans (of Arts, Economics and Commerce, Engineering, and Science)

* 6 Librarians from the Reid, Maths and Physical Sciences, and Biological Science Libraries

* 21 Academics from Departments in four faculties

* 2 Careers Service staff

In all cases, this cooperation was readily given, despite the considerable demands which were competing for staff time during the immediate post-enrolment weeks. The results were very welcome and very worthwhile contributions to the program. Indirectly, many other university staff were of great assistance, usually because of their being generous with their time, their advice, and their encouragement.

Student evaluation of 'Flying Start'

Three weeks after the 'Flying Start' week, an evaluation form was mailed to all 90 participants. Being sought were overall impressions, specific reactions, general comment and criticism, and suggestions for improvement. Despite the intimidating size of this document (it consisted of eight A4 pages!) the response rate was high, with 83 forms being returned in the subsequent two weeks Responses tended to be quite detailed and were generally very positive, with some thoughtful and constructive recommendations.

It was expected that the evaluation survey would provide:

- information about the relevance or perceived usefulness of the elements which comprised 'Flying Start', as a guide to the planning of future events,
- feedback to organisers, project workers, and seminar presenters about the reactions of students to their contribution.

A copy of the evaluation form appears as Appendix 11. Students were first asked to rate the overall effectiveness of the exercise in terms of its four objectives. Table 8 (below) lists the four relevant items and summarises responses to them. It would seem that some objectives were more nearly realised than others:

Table 8
'Flying Start' (Student evaluation)
Student assessment of program effectiveness in terms of program objectives

First, your opinion of the five days as a whole...Here are the four outcomes which we had in mind for *'Flying Start'*. Tell us how well you think the programme achieved these.... 'Flying Start' was intended to:

Item		Response	%age
1	...welcome you as a new and valued member of the university community... *Did it work?*	Definitely	40%
		Yes	**48%**
		Maybe...	11%
		No	1%
		Definitely not	--
2	...give you information and advice which might otherwise take a while to pick up... *Did it work?*	**Definitely**	**65%**
		Yes	34%
		Maybe...	1%
		No	--
		Definitely not	--

(Table 8 continues)

(Table 8 continued)

Item	Response	%age
	Definitely	25%
3 ...let you meet and talk informally with some academic and support staff... *Did it work?*	**Yes**	**57%**
	Maybe...	14%
	No	4%
	Definitely not	--
	Definitely	**81%**
4 ...give you the opportunity of getting to know some of your new fellow students... *Did it work?*	Yes	18%
	Maybe...	--
	No	1%
	Definitely not	--

In a subsequent unstructured item, ("Can you summarise your feelings about the whole five days?") the comments of most students confirmed this general endorsement of the program, and emphasised the potential value of emerging peer networks. For example (Numbers in brackets refer to the source evaluation forms):

- *"I thought that the whole week was fantastic! Not only was I put at ease as a new university student, but I met many new friends that I look forward to meeting around campus every day. Getting to know about the routines of uni life - like lectures - and knowing everyone in the organisation of TSSP have made my first weeks bearable! It really was great."* (2)

- *"I felt apprehension on the first day because I didn't know what to expect at uni. and I didn't know anyone. After that, the relaxed atmosphere and the genuine friendliness of most people put me at ease. Overall, it made me feel much better about coming here, because there would be familiar faces and I knew that if I needed help it would be there."* (27)

- *"Absolutely brilliant! I learnt so much and I met so many new people. I came out of it feeling as though I was part of the university. I felt that I had an edge on the students who didn't attend 'Flying Start'[, and believe me, I have!"* (50)

- *"At first I was apprehensive and nervous, but people were very friendly and I was most encouraged. I really enjoyed myself after settling in and meeting new friends. It was a positive way to begin a whole new lifestyle."* (78)

The residential camp (which had not been ranked by the 1987 group as one of the most highly valued components of a pre-term support program) was very well received, probably because of the peer networking possibilities which were apparent to participants. When invited to comment on the camp, typical responses were:

- *"The camp was a great idea, as not only did the first years get to know each other, they got to know students from other years as well. There was a friendly atmosphere which made us feel like they we welcomed with open arms. The camp gave us the opportunity to mix with people from different faculties, something which I've found hardly happens amongst other students."* (22)

- *"A lot of fun! Gave me a chance to get to know a lot of people and make new friends on a very relaxed basis. I thought the organisers and the older students were genuinely nice, interested and very cooperative. The place offered a lot of activities, and the food was nice. It really helped to know so many people before term started. The entire programme was brilliant - I have raved about it to everyone!"* (39)

- *"The camp was great! Everyone got on really well with everyone else and heaps of new friends were made - people all going to uni and doing similar courses to our own. The atmosphere was really friendly and there was no-one forcing you to do some thing you didn't want to do - there were no restrictions. I think this freedom was appreciated by most people and a lot of tension associated with being around different and new people was relieved because of it."* (53)

- *"One of the best camps that I have ever been on! It allowed us to meet and get to know people whom we might never have met on campus. It taught me valuable skills in meeting people that I have been using since to "break the ice" with other people around campus. A a result, I'm starting my university with good advice and a new group of friends."* (56)

In a series of structured items, students were invited to comment on each of the timetabled events which had been presented during the five days. In order to help students to recall these events, the evaluation form included all

timetable entries (descriptions of sessions, and names of session presenters) in the correct order for each group. On a five point scale ('Definitely' - 5, 'Yes',- 4 'Maybe' - 3, 'No' - 2, 'Definitely Not' - 1).students were asked to rate five aspects of each session:

* (a) Potential value or relevance of the topic
  Rating item: *'Having a session on this topic was a good idea...'*

* (b) Information content of the session
  Rating item: *'There was some useful information or advice given...'*

* (c) Standard of presentation
  Rating item: *'The session was generally well-presented...'*

* (d) Perception of presenter's approach
  Rating item: *'This presenter's attitude to students was positive...'*

* (e) Need for improvement in session presentation
  Rating item: *'This session needs to be improved if given next year...'*

Responses to rating items (a) and (b) were sought for planning purposes, and are reported below . Ratings for multiple sessions have been combined, and mean ratings are shown for each faculty - in boldface when they are above the whole group mean.

Table 9 (next page) summarises responses to item (a) for each session or group of sessions. (*'Having a session on this topic was a good idea...'*) Overall, the highest ratings of potential value or relevance were assigned to departmental visits, study effectiveness sessions, and library-based reader education. Arts students tended to rate all sessions higher than did students in other faculties.

Table 9

'Flying Start' (Student evaluation) Mean session rating by faculty
Item: "Having a session on this topic was a good idea..."
(Definitely: 5; Yes: 4; Maybe: 3; No: 2; Definitely Not: 1)

Session/Sessions	Arts	Ec&Co	Eng	Sci	All
Departmental visits (mean of 2)	**4.8**	4.5	4.4	4.7	4.7
Reader education (mean of 2)	**4.7**	**4.9**	4.5	4.6	4.6
Study Effectiveness Course (mean of 3)	**4.8**	4.3	4.4	4.5	4.6
Student seminar	**4.6**	**4.6**	4.5	4.3	4.5
Meeting with the Sub-Dean	**4.5**	4.3	**4.5**	4.4	4.4
'Equity' and TSSP	**4.7**	**4.5**	4.3	4.3	4.4
Visit to Careers Service	**4.5**	3.9	4.2	4.3	4.3
Guild orientation	**4.3**	4.0	3.5	**4.4**	4.2
Visit to Student Support Service	**4.3**	3.3	4.0	**4.2**	4.1
Official welcome	**3.8**	3.7	3.6	3.7	3.7

Table 10 (below) shows ratings of the information or advice content of sessions . Again, the pattern is that Arts students tended to give higher ratings than did students in other faculties, and as might be expected, the study effectiveness and reader education sessions were highly rated by all groups.

Table 10

'Flying Start' (Student evaluation) Mean session rating by faculty
Item: "There was some useful information or advice given..."
(Definitely: 5; Yes: 4; Maybe: 3; No: 2; Definitely Not: 1)

Session/Sessions	Arts	Ec&Co	Eng	Sci	All
Study Effectiveness Course (mean of 3)	**4.7**	4.2	4.4	4.4	4.5
Reader education (mean of 2)	**4.6**	**4.6**	4.3	4.4	4.4
'Equity' and TSSP	**4.5**	4.3	4.1	4.2	4.3
Visit to Careers Service	**4.4**	4.0	4.2	4.3	4.3
Student seminar	**4.5**	4.0	4.0	4.1	4.2
Meeting with the Sub-Dean	**4.4**	4.1	**4.3**	4.0	4.2
Departmental visits (mean of 2)	**4.4**	3.4	4.0	**4.2**	4.1
Guild orientation	3.8	3.6	3.4	**4.0**	3.8
Visit to Student Support Service	**4.0**	3.4	**4.1**	3.5	3.7
Official welcome	**3.5**	2.9	3.3	3.3	3.3

Session rating items (c)' *The session was generally well-presented...* ' (d) ' *This presenter's attitude to students was positive...* ' (e) : *This session needs to be improved if given next year...* ' were collected primarily for the benefit of individual session presenters, and will not be reported here other than to note that the range of group mean ratings for these aspects of session presentation was considerable (see Table 11, below) suggesting that students were very actively judging presentations in terms of these items.

Table 11
'Flying Start' (Student evaluation)
Session presentation aspects (c), (d), and (e).

Session aspect	Highest Group Mean Rating	Lowest Group Mean Rating
(c) Standard of presentation *The session was generally well-presented...* '	4.9	2.7
(d) Perception of presenter's approach *'This presenter's attitude to students was positive...'*	4.9	1.9
(e) Need for improvement in session presentation *'This session needs to be improved if given next year...* '	5.0	1.5

All session presenters were provided with full details of student reaction to their contribution. The originals of those parts of the evaluation forms which related to their sessions were forwarded to them, complete with all student comments, and a summary of ratings was provided. As an example of the format used for feedback to session presenters, a copy of that provided to one of them is included as Appendix 12.

The last structured item in the evaluation questionnaire invited students to consider whether they could recommend participation to others. This may be viewed as an attempt at a single item indicator of the perceived worth of the program to participants. Responses were as follows:

Table 12
'Flying Start' (Student evaluation) Response to 'recommendation' item

Item	Response	%age
If a place in a similar programme were offered next year to someone you knew, would you recommend that they take it?	**Definitely**	**89%**
	Yes	11%
	Maybe...	--
	No	--
	Definitely not	--

Student valuing of 'continuing support' services and activities

The 1987 student 'valuing' exercise was intended to indicate which of the suggested possibilities were most generally supported,. and the results of the survey which were relevant to the Information and preparation phases of the 1988 project have already been noted (see page 9). Table 13 (below) indicates the mean value assigned to each 'continuing support' phase service or activity, and the percentage of respondents rating each item at 3 or above. Only the 12 most generally well-supported items are listed. (For a copy of the survey instrument, see Appendix 4).

Table 13
1987 student valuing of continuing (through-term) student support services or activities
Services or activities 'of great value': 5; 'of some value': 3; 'of little or no value': 1

Service or Activity	Mean Value	% of values from 3 to 5
Availability of individual counselling, as required	**4.0**	**92%**
Improved access to student loans, accommodation, part-time or vacation employment	**4.1**	**91%**
Individual tutorials by senior undergraduate or by postgraduate students in specific areas of difficulty	**3.8**	**86%**
Improved access to computing equipment	**3.7**	**85%**
Group tutorials: additional scheduled weekly or fortnightly tutorials given by academic staff	**3.8**	**82%**
Scheduled group meetings with faculty-based course adviser to review academic progress	**3.7**	**82%**
Study skills courses:		
Time management	3.3	74%
Lecture note taking	3.3	73%
Essay and assignment work	**3.5**	**81%**
Tutorial participation and presentation	3.2	75%
Involvement in campus-based social, recreational or cultural activities	**3.5**	**81%**
Provision of study room for evening or weekend use	**3.5**	**80%**

Efforts were made to provide all of the items listed in this table , and most provisions were well-received by students. It was considered not appropriate for the project to address the issue of 'scheduled group meetings with faculty based course adviser to review academic progress', but Sub-Deans were sent a copy of the survey data which referred to students in their faculty.

Participating students had continued access to the project worker,(a part-time counsellor based in the Student Support Service) whose primary objective was to assist them to take full advantage of the opportunities for personal, social, and academic development which this campus offers. Appropriate responses were made to requests for information, advice, or counselling: in many instances this involved referral to academic or to administrative staff. All indications were that the continuing availability of the project worker was highly valued by students: it was certainly made use of. On average there were slightly more than 10 contacts in each week of term, during most of which the counsellor was on-campus 0.6 time. While many of these contacts were made because of a real need for counselling with regard to some problem or concern, a large proportion were due to the project office, the project worker, and the project assistant (a student employed part-time) having become part of the mechanism of a developing peer support network. This function was regarded as a legitimate and an important, one although its final form was not anticipated and the commitment of time which it required had not been allowed for.

Throughout 1988, peer support networking was sustained by means of:

* Study groups, in which some common academic interests were formally addressed by students, led by a later-year student with recent successful experience in the subject.. These were in fact peer-tutoring groups, but to emphasise the distinction between these and 'official' tutorials given by academic staff, a different name was used. Also, the limited competence and responsibility of peer-tutors (who were always referred to a 'study group leaders') was clearly stated in the promotional material which was developed. This included:

  - 'Notes for Study Group Leaders'. (A copy is attached as Appendix 13).

- 'TSSP Study Groups: Everything you need to know!' This information was developed to explain the idea and the arrangements to TSSP students, and was presented to them in the form of an article in the project newsletter. (See Appendix 14).

During Term 3, there were 8 study group leaders running 11 groups involving 25 students. Leaders were either 1987 TSSP students, or were later-year students who had approached Guild offering to coach individual students. All were interviewed before they were engaged, and all were asked to report regularly on their work. Through informal procedures, student reaction was monitored carefully, and as a result, the services of one study group leader was dispensed with. All others employed during the year were reported by students to be very effective, and they were certainly very enthusiastic. In responses to a student-designed and collated survey of the value of these groups, participants were asked to agree with a range of statements about their study group experiences. Findings were that these 25 students:

- attended their study group meeting 'always', or 'almost always' (100%);
- found that attending was 'definitely useful most of the time' (88%) or at least 'sometimes' (12%);
- reported that the study group leader ran the sessions either 'very well' (50%) or 'well' (50%);
- claimed that overall, there had been 'a lot' of worthwhile learning (100%);
- considered that the study groups could be improved 'lots' (16%) or perhaps 'a little' (16%). Interestingly, all of the suggested improvements involved changes of participant behaviour, such as preparing more regularly or thoroughly for the sessions.

The comments which were made were strongly supportive of the study group notion. There were two known instances where groups of students decided to have regular additional meetings (without the leader), and there was frequent reference to the transfer of valued mutually supportive working relationships beyond the boundaries of the study groups. It seems that the study group - carefully distinguished from the academic tutorial - has the

potential to contribute substantially to the formation of academically-oriented peer support networks.

* Shared on-campus cultural and recreational activities, selected from Guild 'Recreate' and University Extension offerings. By publicising these activities and arranging for partial sponsorship coverage of the associated fees, the proportion of students in the group which became involved in on-campus physical recreation activities reached 33% in Term 3, 1988: a much higher figure than for the campus as a whole.

* A TSSP newsletter. Six issues were mailed to TSSP students between March and November. The newsletter was considered to be an important component in the maintenance of networking and a group identity. An informal style was used in an effort to present material in a format appropriate to the readers. The comments of students suggest that this effort was successful, and enquiries were always made if an issue appeared to be late in coming out. Using Microsoft Word on the project Macintosh, it was not difficult to produce newsletters of an acceptable standard. Most of the content was written and formatted by the project worker, but the possibilities for student involvement became apparent late in the year, and were taken account of in the planning of 1989 project work. Newsletter content generally included:

  - promotion of Student Support services and activities, e.g. study skills courses,

  - notification of forthcoming TSSP social, cultural or recreational activities,

  - articles addressing common student concerns, such as the procedures and consequences of undertaking a reduced study load, or how to prepare effectively for examinations,

  - reporting on the current status of project activities, such as study groups and Recreate involvement.

* Organisational and financial support for approved functions: There were student-organised end-of-term functions during each term, and a number of other social activities, including group restaurant and cinema visits. Functions were well attended (55 students were

at the end-of-year event) and they seem to have been crucially important factors in maintaining effective peer networking.

One difficulty in making best use of the potential of a *social* event to sustain the *academic* efforts of students is that the real agenda of the event - the establishment and strengthening of peer networking - is usually the least obvious aspect of it. It can therefore appear to outsiders (or even to participants) that project funds are being committed to somewhat frivolous ends. Being imagined to be doing this - even mistakenly - is almost as unacceptable as actually doing it, because in either case, the project is equally liable to criticism or even to discredit. Financial support for activity which may *appear* to perform only a social or recreational function needs to be applied with a certain discretion, in order to avoid uninformed but nonetheless damaging criticism. Techniques to allow this need to be developed.

It had been hoped to provide a common room for students, which would serve both as a meeting place (a 'drop in' centre) and as a study room. The pressure on accommodation at the university is such that this could not be done. However, a tutorial room in Hackett Hall was made available for study purposes after office hours, and arrangements were made with security staff to admit TSSP students. This did not prove attractive, and the facility was not used. Discussions with students have led to the conclusion that there is real interest in a common room; that it would contribute significantly to peer networking; but that the facility must be available for exclusive use throughout the day, and should preferably be centrally located.

The provision to students of improved computer access was introduced in response to a need which emerged during the year. The project Macintosh was made available during the weekdays on which it was not in office use, and on any evening or weekend. Because the machine and its printer were normally used on a purpose-built mobile work-station, they could be very easily moved out of the Student Support Service office and into an adjacent tutorial room to which student after-hours access was arranged. On occasion, use was intensive: a booking system was used and records show that in many weeks over 30 hours were booked. In one particular week the machine was used by students for 60 hours. Of the 90 project students, 22 used this facility, almost all for the word-processing of essays or other assignments. There were no problems of any kind associated either with student use of the equipment or with unsupervised student access to the tutorial room. Incidental tuition and assistance was provided by the project worker as required, but there is clearly a case for the provision of

instruction on a more systematic basis. It would seem likely that the potential demand from other students for access to computing facilities during out-of-office hours is considerable, and that it may be relatively easy for some departments to meet at least some part of this demand by making arrangements similar to those here described. The cost and risks to equipment are minimal, and the benefits to individual students who do not have their own typewriter or word-processor are obvious.

1989: Consolidation and development

TSSP 1989

Initial uncertainties over funding for 1989 led to a decision to plan for minimal changes to what students had consistently reported as a very successful approach. The intention was to consolidate: to make maximum use of 1988 systems, skills, documentation, and personnel. A proposal was prepared accordingly.

The proposal emphasised that a 1989 project would include orientation and support activities which were highly regarded by students; would permit the University to demonstrate its concern for issues of equity of interest to the Commonwealth without any requirement for compromise on admission criteria; and had the potential to generate publicity which would promote a positive image of the University as responsive to community needs. It was also pointed out that much of the necessary development work had already been completed; professional and clerical staff were familiar with the general organisational requirements; and a group of students had been trained to work in a peer support role. A request was made that in 1989 all enrolling students be required to provide to the University some basic socio-economic information, on the grounds that without it, any equity strategy for the institution has to be based on broad assumptions about the student population. It was proposed that these assumptions ought be confirmed - or corrected. As in 1988, the project would include five days of orientation ('Flying Start'), followed by a year long continuing support phase. A copy of the proposal, including a costing of major components, is attached as Appendix 17, and some 'Background Notes', intended to explain the project to UWA staff, appears as Appendix 18.

Targeting criteria for 1989

There would be one significant change, however. It was considered appropriate to take account of family income when selecting the target group of students. Austudy eligibility was to be the indicator of income. In 1988, this inclusion criterion had not been applied, as to do so would have reduced the number of potential participants to less than could be accommodated by the project, and resources would have been under-used. The decision was made to apply the Austudy eligibility criterion and to compensate for the consequent reduction in the number of eligible students by increasing the number of schools from which they might be drawn. The criterion for 'target

school' status had been a school's inclusion in the Commonwealth's Participation and Equity Program, but this would need to be changed.

For the purposes of its equity policy in education, the Commonwealth identifies schools as 'disadvantaged' by means of an 'indicator of disadvantage', which takes account of those social characteristics of school neighbourhoods which are associated with 'a low capacity to take advantage of educational facilities'. (For details of the development of this indicator of disadvantage, see Ross, Farish, and French, 1985). In this state, the indicator of disadvantage ('Index H') which has been calculated by the Ministry of Education for each government school is considered confidential and is not released, but it is used when certain resource allocations are being considered. The same indicator is calculated for non-government schools by the Catholic Education Commission. The Ministry provided the Student Support Service with this information for project planning purposes, subject to the data for individual schools remaining confidential.

School neighbourhoods differ very considerably in this 'capacity to take advantage of educational facilities'. For example:

- In the government sector, the 12 least disadvantaged secondary schools produce more than *five times* as many UWA new admissions as the 12 most disadvantaged, although total school enrolments are only 30% higher. In absolute terms then, there is very considerable under-representation of some schools in the UWA student population.

- When the government and private sectors are combined, 9 of the least disadvantaged schools produce about the *same number* of UWA new admissions (440 in 1987) as the 78 most disadvantaged (443).Details of 1987 UWA new admissions to each degree course from these two groups of schools are given in Appendices 15 and 16.

It was decided that these 78 disadvantaged schools (listed in Appendix 16) should be the target schools of the 1989 project. There is some face validity for this, in that the first few public schools so excluded serve well-known middle class suburbs, and the last few to be included have a clear association with lower status areas. The 78 schools account for about one in five UWA admissions, and the project inclusion criteria of parental education and income were expected to reduce the number of potential TSSP participants appropriately.

Although the total enrolments from these groups of schools are almost equal, at 21.8% of all new admissions, the patterns of enrolment are quite distinct, as Table 14 (below) indicates. Students from the 78 disadvantaged schools are *relatively* under-represented in four courses (Medicine, Commerce, Architecture, and Economics), and *relatively* over-represented in the others (particularly Engineering and Science). The extent to which differences in aggregate account for this is not known. (When Economics and Engineering admissions are considered, this would seem not to be a factor, as the course which demands the higher entry aggregate attracts proportionally more students from schools in which mean aggregates are known to be lower). It may be the case that students from the disadvantaged schools have different perceptions of the content of courses or are less well-informed about of the consequences of course selection, and if so this might have implications for the kind of tertiary awareness work which is carried out with students - and with parents - in the communities which these schools serve. They are, of course, also communities which this University serves.

Table 14
1987 Admissions from 9 'Advantaged' and 78 'Disadvantaged' schools
(Taken from data in Appendix 15 & Appendix 16)

UWA Degree course	MD	CO	AH	EN	EC	AR/MU/PE	AG/HS	SC
1987 Entry aggregate	428	384	364	343	331	331	329	324
Number admitted from 9 'Advantaged' schools (Total = 440)	**41**	**78**	**12**	39	**39**	134	7	90
Number admitted from 78 'Disadvantaged' schools (Total = 443)	23	36	7	**68**	26	**162**	**8**	**139**

Note
UWA courses are indicated by TISC codes. AG: Agriculture, AH: Architecture, AR: Arts, CO: Commerce, EC: Economics, EN: Engineering, HS: Horticulture, MD: Medicine, MU: Music, PE: Physical Education, SC: Science

To emphasise the significance of these differences in the pattern of enrolment, it should be pointed out that only 20.4% of students from the 'advantaged' schools entered the BSc course, compared with 31.4% of students from the 'least disadvantaged' schools. This is a greater difference than that between the overall proportions of females (25.8%) and males (30.8%) entering the course: that is, students from the 9 'advantaged' schools are less well-represented in Science than are women.

Targeting data was again collected by a postal survey. The need to include a larger number of schools in the survey, because of the intention to apply the Austudy eligibility criterion, added considerably to the work involved in the survey, and argues for one of the alternative strategies, discussed on page 12. The proportion of students claiming Austudy eligibility was lower than had been anticipated, and contributed to a downwards revision of the number of students who might be included in the project: from 120 to 80. The other factor taken into account was the uncertain funding situation, to which reference has already been made, and which will be discussed further.

'Flying Start' 1989:

Only minor differences only were made to this initial component of the year's program. All were improvements, the most significant being improved systems and documentation, and a much greater involvement of students in managing events, from the registration procedure onwards. The level of interest shown by many ex-1988 TSSP students in the 1989 project has been extraordinary, and their willingness and competence were major factors in a repeated success. An improved version of the 1988 evaluation form was used, with predictably similar outcomes: students were in general highly enthusiastic about the experiences which had been arranged for them, and were particularly appreciative of the efforts of the employed second year students.

Continuing support and funding uncertainties:

Although the 1989 project proposal is incorporated in full in the Educational Profile negotiated between the University and DEET, and this seems to imply a commitment to the project, the exact status of this commitment, and the source of funds to meet it, remain unclear. About half of the funds specified in the Educational Profile were made available before the beginning of the year, but by the end of March, financial difficulties were imminent, and it was necessary to cut down the hours worked by the project worker's in order to avoid overdrawing the project account.

It is important to note that *spending has been at the rate shown in the proposal* (Appendix 17), but as 48% of project expenditure was scheduled to be incurred before March and only 51% of the year's funds had by then been made available, problems were inevitable.

As a consequence, all of the continuing support activities - except computer availability and incidental counselling - have had to be suspended. This has resulted in some confusion amongst students, and has certainly detracted from the effectiveness of the work completed in the first semester. There is a particular risk with respect to the building of a team of committed and well-informed students to work on the project in 1990, should the project be continued. This aspect of the project is quite crucial, as there is no effective substitute - in the process of establishing any peer support system - for the input of students who understand the need for such a system, have felt the benefits of inclusion in it, and wish to contribute to its continuation.

It would be of great advantage to the reasoned and systematic development of the project (and to the commitment and the availabilty of suitable staff and student workers) if the policy of the university with respect to this project - as outlined in the Educational Profile - could be clarified.

Future possibilities: TSSP in the University's Educational Profile

The agreed educational profile of each institution is intended to be both the principal means for defining the role of the institution, and the basis on which it receives Commonwealth funding. In the Supplementary Statement on Equity Issues, an attachment to this University's educational profile, there is the following statement:

> "...the University is committed to providing various support schemes for disadvantaged students who succeed in gaining admission in order to increase the retention rate for this group, which has traditionally been significantly low... The University's targeted Student Support Project, which was established on Commonwealth funding at the end of 1987, will be continued and developed in 1989." (p1)

Appendix 18 consists of extracts from this document, in which it is made clear that one of the University's equity objectives for the next five years is to improve the retention rates of disadvantaged students through development of the Targeted Student Support Project. A five year plan is appended to the Supplementary Statement, and is included in Appendix 18. In summary, this anticipates a significant extension of project activities into target schools in order to increase awareness of, and readiness for UWA studies:

- At Year 10 level, school visits by a project worker who will offer input to upper school course selection by working in small group or individual counselling format with students and parents,

- At Year 11 level, school visits by a counsellor and a team of UWA student workers who have been trained to offer specific interest student seminars. A referral service to cooperating UWA academic staff will operate,

- 'Summer School One', between Years 11 and 12, is envisaged as an on-campus program combining coaching in specific TEE subjects with informal introductions to associated UWA teaching departments,

- During Year 12, specific subject campus visits (across schools) are planned, with extensive and accessible on-campus counselling and referral, arranged through school-based guidance staff,

- 'Summer School Two' (between Year 12 and UWA first year) is intended to provide short formal courses of two types: 'bridging' (for students who require consolidation of TEE work) or 'preview' (for students who wish to have some introductory experience in a subject not taught or not taken at TEE level).

In addition, significant enhancement of on-campus program established in 1988 is expected. In total, this is a complex and substantial scheme. It aims to contribute to the Commonwealth's commitment to equity by increasing the representation in the UWA population of students from communities which are currently under-represented, by preparing them for UWA entry in a way which takes account of their experience and circumstances, and by directing support resources to them during their first academic year.

However, to sustain a systematic program of continuing development such as is suggested in the educational profile will require some indication of continuing access to funds.

Project Evaluation

In the literature of intervention programs which seek to promote equity in - or more correctly, by means of - education, there is what appears to be a remarkable absence of evaluation. This may well be because many such interventions are socially or politically motivated: they are planned and implemented in accordance with the ideals and values of the planners and implementers, whose problem is to find needs which can be met by whatever intervention has already been designed.

Major efforts were made to avoid this 'service-driven' approach, first by adopting a project design method which provided for substantial student input and consultation, and secondly by recognising the need for evaluation, and the need for responding to the findings of any evaluation, whether convenient or not.

The views of participants:

The major single focus of effort and expenditure for 1988 was the five day 'Flying Start' program: it seemed appropriate therefore, that it was also a major focus of an evaluation procedure. This procedure, and its outcome, has already been discussed in some detail.

As has been explained on page 20, the 1988 "Flying Start" week was designed to address four specific issues which had emerged from the 1987 interview activity. As part of the evaluation exercise which followed it, the four aims of the program were disclosed to students, who were asked to judge whether the week had been a success in terms of them. As has been reported in Table 15,

- 88% of students felt that 'Flying Start' had made them feel welcomed,
- 99% agreed that it had made them feel well-informed,
- 82% said that it had helped them to get to know some academic staff, and
- 99% reported that it helped them to get to know their new fellow-students

When asked whether they would advise someone they knew to accept an invitation to participate in a similar (1989) programme, 100% of students responded positively. These are very simple and direct measures of participant satisfaction, but should not be lightly dismissed because of this. For further and more specific detail of student opinion of the 'Flying Start' week, see pages 27 on, and Appendix 11.

A similar formal assessment of continuing support activities was not undertaken partly because of the very persuasive impressions of general satisfaction given by students, to which can be added the following indications of a favourable student evaluation of certain components of this phase of the project:

* Student use of access to the project worker for advice and counselling on personal and academic issues continued through the whole of the academic year, at a level slightly more than 10 contacts in each week of term. This would be regarded by many practising counsellors as equivalent to about 30% of a full time work load.

* Records show that at various times of the year, 36 of the 90 students were involved in formal study groups. A student survey of the study groups which were active at the beginning of term 3 indicated that participants recognised the groups as worthwhile (see page 39).

* Improved computer access was used by 22 students, most of whom used this facility for the word-processing of essays and assignments. About 15 of these sought and were given individual tuition in computer use by the project worker.

* One third of all participants were involved in Guild-organised physical recreation activities in term 3, and most were in groups with other TSSP students. This is a high rate of participation; indicates for many students a considerable shift in the locus of such activities; and suggests a useful contribution to institutional integration.

* Social functions were well-attended throughout the year: an early 'Flying Start re-union lunch' (in late March) attracted over 70 students, who spent most of the afternoon discussing their early UWA experiences. The persistence of this aspect of peer networking is shown by an attendance of 55 students at an end of

year function, after the final examinations. In view of the fact that the 90 TSSP students were drawn from over 30 schools, this indicates that a quite new -and viable - support group had been formed. The value which students placed on this was shown by their formation of a Guild recognised social club, in order to ensure its persistence beyond the period of their association with the project.

Retention:

One of the concerns of the project was to promote the retention of students in tertiary studies, and therefore withdrawal figures are relevant to evaluation. Data relating to 1986 full-time new admissions (this includes students other than those entering directly from school) was used to estimate the numbers of students who might be expected to withdraw from their course during 1987. Table 16 (below) shows the withdrawal rates of full-time new admissions in four faculties; the number of withdrawals from the TSSP group which might be predicted; and the actual numbers of TSSP students who withdrew during the year.

Table 16
Withdrawals from course, by faculty
All full-time new admissions(1986) and TSSP group (1987)

Degree Course	All 1986 f/t new admissions Withdrawals /Enrolments	All 1986 f/t new admissions Withdrawal rate	1987 TSSP Enrolments	1987* TSSP 'Predicted' Withdrawals	1987 TSSP Actual Withdrawals
Arts	34/470	7.2%	28	2	2
Commerce	8/157	5.1%	8	0	3
Economics	7/133	5.3%	2	0	1
Engineering	18/185	9.7%	11	1	1
Science	39/420	9.3%	41	4	5
All	106/1365	7.8%	90	7	12

* Column does not add because of rounding to whole numbers

The actual numbers of TSSP withdrawals from course was 12, the 'predicted' number had been only 7, and it had been hoped to reduce this.. Naturally, this was a cause of some concern. However:

- TSSP group sample sizes in the 'problem areas' of Commerce (n-8) and Economics (n-2), are much too small to allow conclusive judgments to be drawn from the observed withdrawal rates. If they are omitted, withdrawals are 8 (actual) and 7 (predicted).

* The group used to predict withdrawal rates may not be comparable with the TSSP group, which overall, had a 10 point disadvantage in terms of entry aggregate

* The entry aggregates of the TSSP withdrawals in Commerce and Economics were all well below the mean aggregate for those courses: i.e.,, they were not a typical group. One student had the minimum entry aggregate, and two others were within 1.5 points of this.

* All but one of the withdrawing TSSP students chose first to discuss this with the project worker, who made appropriate referrals to Sub-Deans and in some cases to other academic staff.

  - One student was offered an unusual short-term employment opportunity in the media, and was in fact suspending her tertiary education, which she has since resumed.

  - Another left UWA in order to take part in interstate sport, and has also returned to study in 1989.

  - Of the remaining students, most were interested in redirecting their commitment to study rather than abandoning it. They were given help to clarify their academic and vocational aspirations, and were referred to appropriate academic and administrative staff both at UWA and Curtin. Vocationally specific courses at Curtin University of Technology were prominent in these 'new directions' partly because of the strong social connections which some students report that they have with Curtin - through ex-school mates - and partly because of the extraordinarily negative view which seems to circulate amongst students regarding the career value of Arts and Science courses at UWA . Seven of these 9 students are either known or reported to have returned to study in 1989, either full-time or part-time, and all at UWA or Curtin.

So although the withdrawal rate was high, 9 of the 12 course withdrawals are not in fact 'losses' from the tertiary education sector. There is no information on the subsequent educational involvement of UWA students who comprise the discontinuance statistics, so the effective 'loss rate' which applies to the 106 course

withdrawals reported in Table 16 is not known. this is unfortunate, as withdrawals which follow a considered review of educational and vocational commitment, and which result in a redirection of academic effort and not an abandoning of it, are clearly of different significance to those which do not.

* An additional number of students seriously considered course withdrawal, but following counselling and consultation with Sub-Deans, decided to continue in 1988 and to change faculties for 1989. There were four students who decided to move from Science to Arts and one who wished to transfer from Science to Commerce.after having been advised by the project worker to discuss their options with Sub-Deans. These students may well otherwise have been withdrawal statistics.

Examination results:

A first check of examination results, based simply on the number of units sat for which were passed, showed no difference between the TSSP group and the control group (non-TSSP students from the same schools).

However, there is a measure of first year performance which has the potential to be more discriminating. The Institutional Research Unit calculates a first year aggregate for purposes of comparing particular groups of students, and provided this figure for a set of 'matched pairs' of students. An attempt was made to match each TSSP student with a control group student on the basis of faculty, sex, and entry aggregate (within 0.5 standard deviation). Matching was possible for 51 students.

The Institutional Research Unit assisted by testing the significance of the differences in performance between the matched groups: no significant differences could be shown.

Survey measures of student satisfaction - QUE and CSSQ:

Williams (1982) used two survey measures of satisfaction in a study of the early experiences of Australian university students. These were the 'QUE' (Questionnaire on University Experience), and the 'CSSQ' (College Student Satisfaction Questionnaire). The first of these was developed by Williams and Pepe (1978), and later refined, as reported by Williams (1980). It is claimed

to measure five different aspects of early university experience: (1) institutional belongingness, (2) social involvement, (3) goal direction, (4) alienation, and (5) academic involvement.

Appendix 19 consists of a covering letter and survey form which were used in a postal survey of the 1988 and 1989 TSSP participants, and non-participants from the same (target) schools. This was carried out in April 1989. The Williams survey instrument would seem to be looking at aspects of academic or institutional integration of central concern to the Targeted Student Support Project. Scales #1 (institutional belongingness) and #2 (social involvement) appeared most directly relevant.

Williams reported significant faculty differences on all scales, and significant sex differences on all except alienation. Unfortunately the disparities in the sex and faculty mix between groups made meaningful analysis of the intergroup data impossible. When groups were separated into faculties, sample sizes became excessively small - in fact one faculty disappeared! Although there was a suggestion of some of the differences which Williams had reported between faculties, it seems that sample sizes need to be much larger for such effects to be shown on the QUE. Similarly, the College Student Satisfaction Questionnaire did not detect any differences between the target and control groups on any of the dimensions of satisfaction which it is designed to measure. For information on the CSSQ, see Walker(1980) or Williams (1982). The 35 questionnaire items appear in Appendix 19.

A personal view:

It is disappointing that objective measures of academic persistence, of academic performance, or of general adjustment to and satisfaction with the university environment cannot be shown. But in view of the paucity of such evidence of success in the 'equity' literature, it was hardly unexpected.

At present therefore, the project must be judged on entirely subjective grounds, principally the reports, formal and informal, of participants. These seem to be most persuasive, particularly when they are received at first hand. Working with these students has been quite unlike any previous counselling experience which this project worker has had. The open enthusiasm of the majority of the group for the objectives of the project - for the idea of the project - has been quite extraordinary. There were constant expressions of interest in the future of the project and many offers of assistance for the following year.

In conversation with the project worker, most students were unable to more specific than to say that they valued the way in which the project had made it easy for them to 'settle in', and to make new friends.In themelves, these seem not to be adequate reasons for the attachment to the project which so many students displayed. It is possible - but impossible to demonstrate - that part of the appeal has been the fundamental and deliberately explicit idealism of the project, and of the Commonwealth's support of it. This at least, is one interpretation of student interest in future participation as a project volunteer or project worker: the interest is in being involved in a 'worthwhile' activity - in contributing to the benefit of others..

Many also commented that they had felt reassured throughout the year simply by the *knowledge* that there were support facilities ready and available for them. Implicit in this, and in a great deal of what students had to say at a personal level, was their acceptance of 'Flying Start' as a demonstration of the concern, the competence, and the commitment of the students and the workers associated with the project. They saw the project, and the people involved in it, as interested in their welfare, and ready and able to contribute to it. In the long term, it was almost as if these student perceptions were more significant than the actual content of the 'Flying Start' week.

One further personal impression: students have never seemed so articulate, so insightful, or so sensitive regarding the processes of adjustment to the demands of an institution with a powerful, pervasive and challenging culture. For many, one of the outcomes of the project has been the development of an unusual level of process awareness, and discussions and counselling encounters with students seem often to have been at a more sophisticated level than is generally the case. Also, there were a number of instances when students either acted to alert the project worker to personal or social difficulties which they saw developing in and around other group members, or referred their friends to the project worker for advice or counselling. These are not uncommon events, but they were characterised by uncommon tact and uncommon compassion. It is tempting to imagine that these instances of 'valuing the other', might have been in some way a reflection of project ideals and objectives: it is easier, but no less satisfying, to see them simply as indicators of a welcome, healthy, and persistent group dynamic.

It must be admitted that one result of experience in this project has been a personal reassessment of the significance of peer support groups in the process of 'academic integration'. The literature was not persuasive on this

point, as it tends to focus on assessments of the services offered by institutions through their counselling agencies, and not on an attempts to understand the experiences of students. This common approach might be described as 'service-centred' rather than 'client-centred', and the reasons for it are most likely related to the agendas and to the skill areas of those reporting the research. (The accessibility and academic acceptability of different kinds of data are probably factors, too). The 1987 pilot project began in a 'service-centred' mode by seeking from students an evaluation of the university's current student support practices, and directions for their development. The shift to 'student-centredness', which led to the view that the promotion of peer networking should be a critically important element in any student support program was a serendipitous consequence of the case-study approach.

The undoubted success of the 1988 project, insofar as student perceptions are admitted as indicators of success, has confirmed this view, and has demonstrated that a student support agency can contribute to the establishment and to the effective functioning of significantly supportive peer networks.

Some conclusions and recommendations

1 Objective support for improved academic persistence, performance, or satisfaction as a direct result of the project has not been demonstrated. This is common in the literature of social and educational intervention, probably for reasons relating to sample size and error of measurement.

2 To be balanced against this is the available subjective evidence. At the level of perception of project participants, this is totally consistent and most persuasive. The formal evaluation of 'Flying Start' - the pre-term phase of the project - has been summarised in these notes. The subsequent comments and continued involvement of students are added testimony to their judgment, and are sufficient recommendation for the project's continuance.

3 In addition to being well-received by participants, the project offers the University the potential to demonstrate a commitment to the Commonwealth's concern for issues of equity, and a responsiveness to community needs, without any requirement for compromise on entry standards. Not all equity strategies allow this.

4 As implemented in 1988, the Targeted Student Support Project is part of a coherent and comprehensive plan to link with communities in which the University has had minimal impact, and to seek out students from families for whom the University has had minimal relevance. At present, the project has modelled an orientation and support program which has been judged favourably by those who have experienced it, and which can be refined and extended at little expense. The five year development plan which is part of the University's Educational Profile suggests means by which these community links might be forged. This plan should be implemented.

5 The Student Support Service is sensitive to issues of equity and has had a particular interest in the selective direction of effort and resources for equity purposes. It has demonstrated its capacity to plan and to supervise the successful implementation of a complex and innovative project. The Service is able and willing to undertake responsibility for the developments outlined in the Educational Profile, which include substantial enhancement of tertiary awareness in target schools, extensive training of students for UWA

promotional work in their own communities, and the coordination of specific purpose Summer Schools for prospective students from under-represented communities and social groups. Student Support Service should retain responsibility for the project in its current and future forms.

6 The University has expressed a commitment to the Targeted Student Support Project in its Educational Profile, which defines the role of the institution and comprises the basis of Commonwealth funding. The exact nature and extent of this commitment, and the means by which it might be financed, have not yet been made clear to personnel who are directly contributing to the University's meeting this commitment. In the first semester of 1989, this funding uncertainty produced operational difficulties from which recovery is expected to be difficult. There are issues of policy and administrative practice which need to be resolved.

7 There is at present not sufficient data to allow an estimate of the University's current performance with respect to equity issues, and there is no system in place to correct this. Unless relevant information is systematically collected, any development of effective and appropriate equity strategies will be extremely difficult, and any defence of existing practices will be impossible. An 'equity database' should be established.

8 The Targeted Student Support Project is only one of a number of equity projects to which the University is committed. There may be a need to extend, to coordinate, or to integrate these projects: there will certainly be a need to evaluate them. The benefits of setting up a formal administrative structure to oversee the University's total equity effort will be substantial. Costs can be contained, commitment can be coordinated, and the Commonwealth's concerns can be addressed efficiently. Well-established and well-understood administrative channels for submissions, for funding, and for reporting will avoid wasteful confusion.

Appendix 1

Participation and Equity Program
Targeted Schools, 1987 (Government and Private)

Participation and Equity Program
Targeted Schools, 1987 (Government and Private)

Aboriginal Community College
Aranmore Catholic College
Armadale Senior High School
Balga Senior High School
Belmont Senior High School
Bunbury Catholic College
Cannington Senior High School
Carnarvon Senior High School
Cecil Andrews Senior High School
Christian Aboriginal Parent-Directed School
Christian Brothers College (Fremantle)
Clontarf Education and Training College
Collie Senior High School
Como Senior High School
Culungu Catholic Aboriginal College
Cyril Jackson Senior High School
De Vialar College
Eastern Goldfields Senior High School
Forrestfield Senior High School
Girrawheen Senior High School
Governor Stirling Senior High School
Hamilton Senior High School
Harvey Agricultural High School
Hedland Senior High School
Jitapurru Community School
John Paul College
John Willock Senior High School
Karralundi Adventist Aboriginal Ed. Centre
Kearnan College
Kent Street Senior High School
Kewdale Senior High School
Kulkarriya Community School
Kwinana Senior High School
La Salle College
Lockridge Senior High School
Luurnpa Catholic School
Lynwood Senior High School
Maddington Senior High School
Mercy College
Mirrabooka Senior High School
Mount Lawley Senior High School
Newton Moore Senior High School
Northam Senior High School
North Lake Senior High School
Nulungu College
Perth Modern Senior High School
Punmu Community School
Rockingham Senior High School
St Brendan's College
St Joachim's High School
St Joseph's College
St Marks's College
St Mary's School
St Patrick's College
St Thomas Aquinas
Scarborough Senior High School
South Fremantle Senior High School
Swan View Senior High School

Appendix 2

Apparent retention rates of Government sector PEP Target Schools, and numbers of their ex-students admitted directly to UWA in 1987

Apparent retention rates of Government sector PEP Target Schools, and numbers of their ex-students admitted directly to UWA in 1987

PEP Target School	Apparent Retention Rate 1983	Apparent Retention Rate 1986	UWA Admissions 1987
Armadale	21%	41%	7
Balga	20%	22%	3
Belmont	19%	33%	5
Cannington	23%	36%	4
Carnarvon	23%	31%	1
Cecil Andrews		30%	0
Collie	36%	37%	4
Como*	60%*	36%	9
Cyril Jackson	28%	36%	3
Eastern Goldfields	16%	28%	4
Forrestfield	21%	34%	5
Girrawheen	19%	29%	1
Governor Stirling*	71%*	58%*	17*
Hamilton	24%	36%	6
Hedland	13%	31%	5
John Willcock		36%	1
Kent Street*	52%*	40%*	3*
Kewdale	21%	26%	2
Kwinana	14%	19%	4
Lockridge	23%	27%	4
Lynwood	31%	31%	11
Maddington		28%	2
Mirrabooka	28%	38%	8
Mt Lawley*	56%*	71%*	28*
Newton Moore	17%	32%	6
Northam*	55%*	77%*	3*
North Lake	20%	24%	3
Perth Modern*	41%*	77%*	12*
Rockingham*	41%*	35%	2
Scarborough*	34%	56%*	21*
South Fremantle	25%	37%	0
Swan View		37%	6
PEP School Mean	30%	38%	
State Mean	39%	49%	
Ex-PEP School UWA enrolments (32 schools)			190
All ex-school UWA enrolments (121 schools)			1487

* These apparent retention rates and enrolment figures are high due to upper school students being directed to this school from nearby district high schools which do not provide TAE courses, or because this school is a designated 'centre of excellence' in a particular subect (eg Art, Mathematics, Music).

Appendix 3

TSSP 1987

Letter of invitation to participate
Statement accompanying invitation

The University of Western Australia

Counselling Service
Nedlands, Western Australia 6009
Telegrams Uniwest Perth, Telex AA92992
Telephone (09) 380 2424

Your ref: Our ref:

27 March 1987

Targeted Student Support Project

Dear

The Federal Government has recently agreed to fund a special UWA project in which you are invited to take part.

The 1987 'Targeted Student Support Project' is an action research activity which is intended to show how this university can better support the personal, academic, and vocational aspirations of its students: a place in the project is being offered to you, and to 24 other first-year students.

I would like to meet you as soon as this can be arranged, so that I can explain:

* how you were selected
* how you can help
* how you will benefit

Any questions that you have can be answered, and you will then be free to decide whether to accept this offer of a place in the 1987 project.

I feel very enthusiastic about the project because I think that everyone stands to benefit from it. The University will gain a better understanding of the experience of new students, and you will gain by having easier access to resources and innovations which are designed to support and sustain your academic efforts.

But the first step is for us to meet!

Please phone me on 380 2424, or call in at the Counselling Service (which is between the Guild Shop and the University Bookshop). We can then fix a time and place. I expect that we'll be able to meet in groups of 6 or 8, so you'll see others who have received the same offer . . .

I look forward to hearing from you.

Charles Duffill

Targeted Student Support Project

*** Statement accompanying invitation ***
30 March 1987

This project is funded by the Commonwealth Tertiary Education Commission, through the Office of the Registrar, and is overseen by the Counselling Service. It will look at how the university can better support the personal, academic, and vocational aspirations of its students.

Objectives of the project:

It is intended that both the university and the participating students will benefit from this project, the aims of which are:

* To improve the university's understanding of the experience of new students
* To evaluate current student support practices, and to develop ideas for innovation and change
* To facilitate target group access to existing student support services.

How you were selected:

About a quarter of all secondary schools in WA (government and private) are target schools of the Commonwealth Government's Participation and Equity Programme (PEP), generally because of low retention rates into Year 12. It was decided to offer places in this project to students:

* who attended a PEP target school in 1986
* who have a metropolitan home address
* who are enrolled in the faculty of Arts, Economics and Commerce, Engineering, or Science
* who are 'first generation university students' (neither parent has university experience)
* who expect to receive some financial support from the Commonwealth (in the form of part or all of the Austudy allowance).

How you can help:
All of the ideas for innovation and change which this project may suggest will come directly from the participating students. The project worker will ask for some of your time once every 4 weeks or so between April and December: 5 or 6 contacts in all. You'll be asked to reflect and comment on your university experience. One outcome of the project will be a set of (anonymous) 'case studies', written by the project worker, which will be intended to give administrators and academics a better idea of what it is like to be a new student. Information from the case studies might also prove helpful to future students.

How you will benefit:

* UWA contact number: The Project worker is an experienced UWA counsellor who will be employed at the university for 2 or 3 days each week, for project purposes only. This includes responding appropriately to any request for information, assistance, advice, or counselling from any of the participating students, on any academic, administrative, or personal matter.

* Study Room: A centrally located study room will be available for the exclusive use of participating students, from 6.00pm on weekdays and at any time during weekends.

* Academic Tutorials: The project budget will allow for specific subject tutorials to be organised in response to the needs of participating students, and will permit the guarantee of a place in any of the non-specific courses which are organised through the Counselling Service (for example: 'Assignment Writing', 'Learning Strategies').

* Personal Development Workshops: It will be possible to fund activities which have objectives related to personal rather than to academic development, should project participants so wish.

* Recreational Activities: Project funding will be available to facilitate the involvement of students in on-campus leisure and recreation activities sponsored by the Guild.

* Student loans/student accommodation: Should the need arise, improved access to these services will be provided for project participants.

* Social Functions: Funding can be arranged for functions organised by students in connection with the project.

Participants will be encouraged to suggest additional possibilities. Negotiations are continuing with respect to certain benefits which may be added to this offer.

Appendix 4

'Student valuing survey'

Covering letter
Survey form

The University of Western Australia

Counselling Service
Nedlands, Western Australia 6009
Telegrams Uniwest Perth, Telex AA92992
Telephone (09) 380 2423

TSSP 1987
Targeted Student Support Project
380 2424 / 381 1507

17 October 1987

«Name1» «Name2»
«Address1»
«Address2»

Dear «Name1»:

I am working on a Commonwealth funded project which is looking at how this University can better inform, better prepare, and better support its new students. It is part of the Higher Education Equity Programme.

This year, a group of 30 first year students have made valuable contributions to this project by talking about their University experience, by making suggestions for change, and by giving opinions on the plans which are being developed. With their help, a list of ideas and activities for a 1988 Student Support Project has been compiled. Because I believe that it is important to spend project funds on the activities *which are most highly valued by the students themselves*, I'm seeking your views on the proposals for 1988.

The survey form which is enclosed is being sent to a sample group of about 1 in 5 of those who, like you, enrolled this year in 1st year Arts, Economics and Commerce, Engineering, or Science. The form invites you to give a value to each proposed activity, on a 5 point scale. (There are more detailed instructions on page 1).

As you will understand, a high rate of return will give me the evidence needed to argue for priority to be given to those student services *which students value*. It will be very helpful to me, as the project worker, if you could complete and return the form in the next week or so.

Thanks,

Charles Duffill

(If you want more information on the project, or on this survey, or if you want to add any comments or suggestions, I'd like to hear from you. You're most welcome to phone or call in: I work on Monday, Wednesday, & Friday).

TSSP 1987

Targeted Student Support Project
380 2424 / 381 1507

Student valuing of possible components of Student Support Project

Some general notes

In this survey form you'll find a list of student support services or activities which it may be possible to offer in future years.

There are three sections, relating to services or activities which might be offered
(1) before enrolment,
(2) before term, or
(3) throughout the year.
Some of the services or activities are listed in more than one of these sections, because you might consider them more or less valuable at different times of the academic year.

How to fill in this survey form

For each listed activity, there is a 5 point scale:
5 4 3 2 1
Please indicate the value which this activity would have had for you, this year, had it been offerred.

5 - an activity of **great** value to you
3 - an activity of **some** value to you
1 - an activity of **little or no** value

(You can use '4' or '2' as well)

Would you like the results mailed to you?

Sometime in the next month, we'll prepare a summary of the responses received. It will give the mean value assigned to each activity, and the proportion of respondents who assigned it a high value . *If you'd like a copy, just fill in the mailing label opposite, and we'll send you one.*

Name.....

Address.....

.....

Postcode.....

1. I completed Year 12 in 1986 at a school in

☐ the metropolitan area
☐ the country

2. I enrolled in January 1987 in the faculty of

_____

1. Student support activities *before enrolment*

Activities valued on scale from 5 (highest value) to 1 (lowest value)

Activity	Value				
Group visits to faculties for general information and subject details. Introduction to Sub-Deans, faculty advisers, or course controllers	5	4	3	2	1
Individual meetings with academic or counselling staff to confirm course or subject decisions	5	4	3	2	1
Discussion of course or subject choices with students who have just completed their first year	5	4	3	2	1
Pre-enrolment session at UWA to clarify process	5	4	3	2	1

2. Student support activities *before the beginning of term*

Activities valued on scale from 5 (highest value) to 1 (lowest value)

Activity	Value				
Background or 'bridging' course for students who have not taken some relevant subject at TEE level **Please nominate subject:**_____	5	4	3	2	1
Departmental tours: introduction to departmental resources, organisation, research , and personnel	5	4	3	2	1
Reader Education: subject-specific library based instruction in library resources and materials	5	4	3	2	1
Introduction to Guild resources and to on-campus social, recreational, and cultural activities	5	4	3	2	1
Student organised residential camp, including social, recreational, and cultural components	5	4	3	2	1
Study skills courses:					
Time management	5	4	3	2	1
Lecture note taking	5	4	3	2	1
Essay and assignment work	5	4	3	2	1
Tutorial participation and presentation	5	4	3	2	1
Relaxation and stress control	5	4	3	2	1
Reading skills (subject specific)	5	4	3	2	1
Keyboard training (word processing/typing)	5	4	3	2	1
Discussion of course or units with students who have just completed their first year	5	4	3	2	1
Informal meetings with lecturers and tutors of relevant first year units	5	4	3	2	1
Set pre-term reading or tutorials in 'new' subjects (ie those not taught at TEE level)	5	4	3	2	1

3. Support services or activities *throughout the year*

Services or activities valued on scale from 5 (highest) to 1 (lowest value)

Service or activity	Value				
Improved access to computing equipment	5	4	3	2	1
Individual tutorials by senior undergraduate or by postgraduate students in specific areas of difficulty	5	4	3	2	1
Group tutorials: additional scheduled weekly or fortnightly tutorials given by academic staff	5	4	3	2	1
Study skills courses:					
Time management	5	4	3	2	1
Lecture note taking	5	4	3	2	1
Essay and assignment work	5	4	3	2	1
Tutorial participation and presentation	5	4	3	2	1
Relaxation and stress control	5	4	3	2	1
Reading skills (subject specific)	5	4	3	2	1
Keyboard training (word processing/typing)	5	4	3	2	1
Reader Education: subject-specific library based instruction in library resources and materials	5	4	3	2	1
Improved access to student loans, accommodation, part-time or vacation employment	5	4	3	2	1
Involvement in campus-based social, recreational or cultural activities	5	4	3	2	1
Provision of:					
Individual lockers	5	4	3	2	1
Faculty or departmental student common room	5	4	3	2	1
Study room for evening or weekend use	5	4	3	2	1
Typewriter loan service	5	4	3	2	1
Availablity of individual counselling, as required	5	4	3	2	1
Scheduled group meetings with faculty-based course adviser to review academic progress	5	4	3	2	1
Organisation of car pool	5	4	3	2	1

Appendix 5

'Equity Survey' (December 1987)

Covering letter
Survey form

The University of Western Australia

Counselling Service
Nedlands, Western Australia 6009
Telegrams Uniwest Perth, Telex AA92992
Telephone (09) 380 2423

TSSP 1988
Targeted Student Support Project
380 2424 / 381 1507

4 December 1987

Dear Student:

As part of a project funded by the Higher Education Equity Programme, we are collecting background information from a sample of all 1987 TEE students who have included a UWA course anywhere in their list of preferences.

We'd like your help! Attached to this letter is a survey form and a reply paid envelope. Please take a few minutes to complete the form and return it to us.

Collecting research information such as this is quite an expensive business, and so we are unable to survey all UWA applicants. We're sending this request for help with the project to only 1 in 4 of the students who have expressed interest in a UWA course, but because sampling was by school attended in 1987, you might find that most of your former classmates have also received this letter. Naturally, it is important to us that we get back as many survey forms as possible - the number on the form is only so that we can send out reminders (if necessary!).

The information which we are seeking is for research purposes only. It will of course be treated with the strictest confidence, and it must be emphasised that this survey is totally unconnected with the process of your application to TISC for a tertiary place next year, or with your being offered a place by UWA.

If you have any query about the form, or you'd like to know more about the project with which it is connected, you're most welcome to write, to phone, or to call in.

Thanks,

Charles Duffill

1988 Equity Project Survey Form no:

Highest educational qualification of **father** (*tick one box only*).

☐.....No secondary schooling
☐.....Some secondary schooling
☐.....Completed secondary school *(ie. Year 12 or TEE level)*
☐.....Post secondary certificate or diploma *(eg TAFE)*
☐.....Degree from a University *(eg. UWA)* or CAE *(eg WAIT)*

Highest educational qualification of **mother** *(tick one box only)*:

☐.....No secondary schooling
☐.....Some secondary schooling
☐.....Completed secondary school *(ie. Year 12 or TEE level)*
☐.....Post secondary certificate or diploma *(eg TAFE)*
☐.....Degree from a University *(eg. UWA)* or CAE *(eg WAIT)*

Highest educational qualification of **older sisters/brothers** *(tick one box only)*:

☐.....No secondary schooling
☐.....Some secondary schooling
☐.....Completed secondary school *(ie. Year 12 or TEE level)*
☐.....Post secondary certificate or diploma *(eg TAFE)*
☐.....Degree from a University *(eg. UWA)* or CAE *(eg WAIT)*

Describe your **father's** present (or most recent) main occupation, indicating as precisely as you can the kind of work involved:

.....
.....
.....
.....
.....

Describe your **mother's** present (or most recent) main occupation, indicating the kind of work involved:

.....
.....
.....
.....
.....

List the country of birth of:

Your father .....
Your mother .....
Yourself .....

If you were born outside Australia, please indicate how many years you have been here .....yrs

Within your household, what language do your parents mostly use?

.....

'AUSTUDY' *(formerly TEAS)* is the Commonwealth programme which provides financial help for tertiary students. It is based on an income test which takes into account your income and the income of both of your parents.

Indicate your *present expectations* regarding Austudy.

I expect to receive:

☐.....All of the Austudy allowance
☐.....Part of the allowance
☐.....None of the allowance

OR

☐.....I don't know how much of the allowance to expect

Thanks for your cooperation

(Please return this form in the post-paid envelope as soon as you can)

Appendix 6

'Equity Survey' (December 1987)

Statistical summary
Database: All respondents, n=847

1988 Equity Project Survey. (n = 847)
Ex-PEP Target School UWA applicants
Percentages are of 847 unless otherwise indicated

1. Highest educational qualification of father:

	Number	Percent
No secondary schooling	111	13.1%
Some secondary schooling	319	37.7%
Completed secondary school	122	14.4%
Post secondary certificate	158	18.7%
Degree from a university	130	15.4%
Total	840	99.2%

2. Highest educational qualification of mother:

	Number	Percent
No secondary schooling	103	12.2%
Some secondary schooling	394	46.5%
Completed secondary school	109	12.9%
Post secondary certificate	159	18.8%
Degree from a university	80	9.4%
Total	845	99.8%

3. Highest educational qualification of older sibling:

	Number	Percent
No secondary schooling	9	1.1%
Some secondary schooling	101	11.9%
Completed secondary school	210	24.8%
Post secondary certificate	59	7.0%
Degree from a university	134	15.8%
Total	513	60.6%

4. Father's Occupation:

ASCO Code and Group	Number	Percent
(0 Deceased, retired, disabled)	28	3.3%
1 Managers and Administrators	161	19.0%
2 Professionals	159	18.8%
3 Para-professionals	62	7.3%
4 Tradespersons	168	19.8%
5 Clerks	44	5.2%
6 Salespersons, Personal service workers	56	6.6%
7 Plant & machine operators, Drivers	70	8.3%
8 Labourers & related workers	69	8.2%
(9 Unemployed)	28	3.3%
Total	845	99.8%

5. **Mother's Occupation:**

ASCO Code and Group	Number	Percent
(0 Deceased, retired, disabled)	14	1.6%
1 Managers and Administrators	76	9.0%
2 Professionals	97	11.5%
3 Para-professionals	58	6.9%
4 Tradespersons	25	3.0%
5 Clerks	180	21.2%
6 Salespersons, Personal service workers	77	9.1%
7 Plant & machine operators, Drivers	15	1.8%
8 Labourers & related workers	68	8.0%
(9 Unemployed)	236	27.9%
Total	846	99.9%

(cont)

6. Father's Country of Birth:

Country	Number	Percent
Australasia	**408**	**48.2%**
Australia	400	
New Zealand	8	
Europe	**313**	**37.0%**
Czechoslovakia	1	
Denmark	1	
Finland	1	
Germany (BRD/DDR)	12	
Greece	9	
Holland	21	
Hungary	4	
Italy	69	
Malta	1	
Poland	9	
Portugal	6	
Switzerland	1	
United Kingdom	139	
USSR	3	
Yugoslavia	36	
Asia	**101**	**11.9%**
Bangladesh	4	
Burma	4	
China	10	
Hong Kong	3	
India	22	
Indonesia	1	
Iran	3	
Iraq	1	
Japan	1	
Lebanon	2	
Malaysia	27	
Mauritius	2	
Pakistan	1	
Philippines	1	
Singapore	2	
South Korea	1	
Sri Lanka	3	
Thailand	1	
Vietnam	12	
North America	**2**	**0.2%**
Trinidad	1	
USA	1	
South America	**3**	**0.4%**
Columbia	1	
Ecuador	1	
Uruguay	1	
Africa	**14**	**1.7%**
Egypt	3	
Kenya	2	
Seychelles	1	
South Africa	5	
Zimbabwe	3	
Total	838	98.9%

7. **Mother's Country of Birth:**

Country	Number	Percent
Australasia	435	52.5%
Australia	434	
New Zealand	10	
Tonga	1	
Europe	279	32.9%
Austria	1	
Belgium	1	
Finland	1	
France	1	
Germany (BRD/DDR)	12	
Greece	12	
Holland	24	
Hungary	5	
Italy	49	
Norway	1	
Poland	11	
Portugal	5	
Switzerland	1	
USSR	2	
UK 128		
Yugoslavia	25	
Asia	100	11.8%
Bangladesh	1	
Burma	6	
China	13	
Hong Kong	4	
India	16	
Indonesia	4	
Iran	3	
Korea	1	
Lebanon	2	
Malaysia	25	
Pakistan	2	
Philippines	2	
Singapore	4	
South Korea	1	
Sri Lanka	3	
Syria	1	
Vietnam	12	1
North America	2	0.2%
USA	2	
South America	2	0.2%
Colombia	1	
Uruguay	1	
Africa	15	1.4%
Egypt	4	
Mozambique	1	
Seychelles	1	
South Africa	6	
Zimbabwe	3	
Total	833	98.3%

8. Student's Country of Birth:

Country	Number	Percent
Australasia	**661**	**78.0%**
Australia	654	
Papua New Guinea	2	
New Zealand	4	
Vanuatu	1	
Europe	**84**	**9.9%**
Austria	1	
France	1	
Germany (BRD/DDR)	6	
Greece	1	
Holland	2	
Hungary	1	
Italy	3	
Poland	5	
Switzerland	1	
UK	58	
Yugoslavia	5	
Asia	**73**	**8.6%**
Bangladesh	1	
Burma	3	
China	1	
Hong Kong	6	
India	7	
Indonesia	1	
Iran	2	
Korea	1	
Laos	1	
Lebanon	2	
Malaysia	23	
Pakistan	1	
Philippines	1	
Singapore	6	
Sri Lanka	1	
Thailand	1	
Vietnam	15	
North America	**7**	**0.8%**
Bahamas	1	
Canada	5	
USA	1	
South America	**2**	**0.2%**
Columbia	1	
Uruguay	1	
Africa	**18**	**2.1%**
Egypt	1	
Ethiopia	1	
Kenya	2	
Libya	1	
Nigeria	1	
South Africa	7	
Zimbabwe	5	
Total	845	99.8%

9. If born outside Australia, number of years student has been in Australia.

No. of years	Number	% of 186
1	5	2.7%
2	20	10.8%
3	7	3.8%
4	16	8.6%
5	17	9.1%
6	14	7.5%
7	13	7.0%
8	10	5.4%
9	6	3.2%
10	7	3.8%
>10	71	38.2%
Total	186	100.0%

10. Language most commonly used by parents:

Language	Number	Percent
English	**700**	**82.6%**
European	**90**	**10.6%**
Albanian	1	
Serbo-Croatian/Serbian/Croatian	18	
Dutch	3	
Finnish	1	
German	3	
Greek	7	
Hungarian	3	
Italian	36	
Macedonian	2	
Polish	8	
Portuguese	5	
Slovenian	1	
Spanish	2	
Non-European	57	6.8%
Arabic	5	
Chinese/Cantonese/Mandarin	33	
Filipino	1	
Korean	2	
Malayalam	1	
Farsi	3	
Urdu	1	
Vietnamese	10	
Total	847	100.0%

11. Present expectations regarding Austudy:

Expectation	Number	Percent
All of the Austudy allowance	155	18.3%
Part of the allowance	143	16.9%
None of the allowance	295	34.8%
Don't know	251	29.6%
Total	844	99.6%

Appendix 7

TSSP 1988

Letter of invitation
'Informationfor students' (20 January 1988)
Promotional leaflet, 'Flying Start'
(Reduced photocopy of 6-side leaflet)

The University of Western Australia

Student Support Service
Nedlands, Western Australia 6009
Telegrams Uniwest Perth, Telex
AA92992
Telephone (09) 380 2423

TSSP 1988
Targeted Student Support Project
380 2424 / 381 1507

20 January 1988

EDBM1:Forename EDBM1:Surname
EDBM1:Addressline1
EDBM1:Addressline2 EDBM1:Postcode

Dear EDBM1:Forename

Congratulations on your offer of a place at UWA! I hope that you decide to accept it, and that 1988 is the beginning of a happy and successful time here for you.

This is an invitation for you to participate in a Commonwealth-funded project on which I'm working, and which we think will get you off to the best possible start. I've enclosed some information on the Targeted Student Support Project, (TSSP) and on *"Flying Start"*, the five day orientation programme which is part of it.

Please read this information carefully, and don't hesitate to phone me or to call in to the office if you want to know anything more. What I'd like you to do is to consider whether you wish to be included in the Project for 1988. Note that there is something we'll be asking of you as part of your year's association with the project. (See page 2 of 'Targeted Student Support Project, Information for Students'). I'm very enthusiastic about the Project, because my experience last year suggests that everyone stands to gain. We get a better understanding of the experience of new students - in particular, students from schools which send very few students here; and you gain by having easier access to some support resources, and exclusive access to others.

- If you decide to accept this invitation, you'll need to advise us as soon as possible, and certainly by Friday 29 January. This is what to do: call in at the Student Support Service office (in Hackett Hall, the building between the University Bookshop and Winthrop Hall) and register in the 1988 Targeted Student Support Project. Speak to Jocelyn or Lyn at the front desk. You'll be asked to advise us which units you've just enrolled in, and we'll give you information on where and when *"Flying Start"* begins.

- If you would prefer not to take part, that's O.K. This invitation to participate in TSSP 1988 is quite separate, of course, from your offer of a place in the faculty of your choice here at UWA. But it will be helpful if you let us know that we can redirect your invitation to someone else. A phone call will do.

Whatever you decide, may the year go well for you!

Charles Duffill

Targeted Student Support Project

Information for Students **20 January 1988**

Background

This project (TSSP) is a responsibility of the Student Support Service at UWA. It is funded by the Commonwealth Tertiary Education Commission as part of the Higher Education Equity Programme. During 1987, TSSP was essentially an action research project. Work was limited to considering how the University might better support the personal, academic, and vocational aspirations of new students. A small group of first year students cooperated in this work, and plans for a year-long programme of student support activities were developed with their assistance and advice.

These plans will be implemented in 1988. Although we think that most students would benefit from involvement in this year's project, resources are limited. We can provide a maximum of only 90 places. These will be offered to selected students.

How are students to be selected?

About 19% of all newly enrolling UWA students have previously attended a 'target school' of the Commonwealth Government's Participation and Equity Programme (PEP). These are schools in which the Commonwealth has taken a direct financial interest over the last four years, in order to improve the retention rates into Year 12, and therefore the admission rates into tertiary institutions such as UWA. The 1988 Targeted Student Support Project represents an extension of the Commonwealth's interest in students from PEP target schools.

Invitations to participate in the 1988 Project will be mailed today (20 January) to students:

- who attended a PEP target school in 1987
- who are being offered a place in the Faculty of Arts, Economics and Commerce, Engineering, or Science
- who are 'first generation' university students (neither parent has attended university)

There are 157 invitations being mailed out and places in the project will go to the first 90 students who register with the Student Support Service. Registration will close on 29 January.

What are the benefits to participating students?

A number of student support activities and services which last year's TSSP group considered to be of high value will be available to participants. These include:

- "*Flying Start*": A five day, full-time, orientation programme beginning on Wednesday 10 February will aim to equip new students with some of the information and skills which are essential to success (and which it might otherwise take weeks or months to pick up). It will allow them to meet informally with some academic staff, and will present them with opportunities to get to know new fellow-students. There will be several days of on-campus activities to which more than 40 staff and students will contribute, and a weekend residential camp. *Flying Start* is fully-funded by the Targeted Student Support Project: there is no cost to students.

- Counsellor: The project worker is an experienced UWA counsellor who is working for project students only, and will be available at any time. The worker's responsibilities will be to respond to any request for information, assistance, advice, or counselling on any academic, administrative, or personal matter.

- Study Room: A centrally located study room will be made available for the exclusive use of participating students, from 6.00pm on weekdays and at any time during weekends.

- Additional Academic Tutorials: The project budget will allow for additional subject tutorials to be organised should these be needed by participating students.

- Individual Coaching: If specific areas of difficulty are encountered, coaching by senior undergraduate students can be provided.

- Study Skills Courses: The Student Support Service offers a range of short courses throughout the year, and these are always in high demand. Project students will be advised of these in advance, and additional courses will be organised for them if needed.

- Recreational and Cultural Activities: The involvement of students in on-campus Guild "Recreate" activities will be facilitated by partial sponsorship from Project funds.

- Social Functions: The Project will be able to provide financial support for several student-organised functions during the year. Planning assistance will be available.

- Student loans, accommodation, and part-time work: Should the need arise, access to these services can be facilitated.

What is asked of participating students?

At the University we need to know more about the effectiveness of activities which are 'intended to support the personal, academic, and vocational aspirations of students'. We need to know how participating students are managing during the year, and which of the available support activities are actually proving helpful. This is the only way to ensure that future effort and resources are directed towards students in ways which are most likely to be of value to them.

The project worker will therefore ask to see most participating students several times during the year. Students will be invited (individually or in small groups) to reflect upon and to comment on their UWA experience. After *Flying Start* (the five day orientation programme in February), and again at the end of year, students will be asked to help with project evaluation. In each case this will probably involve completing a survey form of some kind.

Further details

For more information on the Targeted Student Support Project at the University of Western Australia, contact the Student Support Service (380 2424)

Charles Duffill
20 January 1988

TSSP 1988

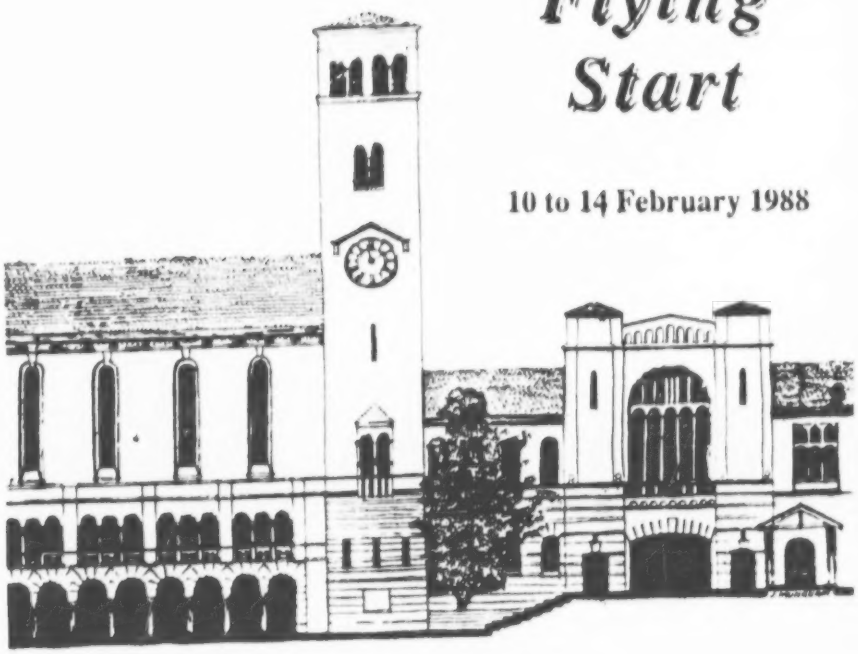
Targeted Student Support Project

380 2424, 381 1507 A/H

Student Support Service
The University of Western Australia

Flying Start

10 to 14 February 1988



What is *Flying Start*?

It's the first part of a year-long 1988 Targeted Student Support Project (TSSP) which is funded by the Federal Government as part of the Higher Education Equity Programme. During five days in February over 40 UWA academics, administrators, counsellors, librarians, and second year students will be working to see that you—and up to 90 other new students—have the best possible start to your University career.

Who Can Take Part?

The only students who can be included in *Flying Start* are those who have been invited to register in the 1988 Targeted Student Support Project. When you have registered, you're in *Flying Start* .

The Programme

There will be two and a half days of on-campus activities beginning at 10 a.m. on Wednesday 10 February, followed by a two-day residential camp.

On-Campus Activities

During Wednesday, Thursday, and Friday (10 to 12 February), you'll:

- be welcomed by the Vice-Chancellor
- meet your sub-dean
- learn to work URICA (UWA's computer-based library catalogue)
- become familiar with the University's student support resources
- visit several University teaching departments and meet informally with academic staff
- find out how to improve the effectiveness of your study
- hear from successful students about their first year experiences
- be invited to several student-organised evening social functions

The Camp

A two-day residential camp will follow the on-campus activities. It will be held at 'Forest Edge', (Waroona), beginning on Friday evening (12 February). It will be an ideal opportunity to get to know your new fellow students. The environment will be relaxed and informal, with opportunities for bush-walking, fishing, a range of water sports—or just thinking over your plans for the coming year. Evening entertainment will be arranged.

What Will it Cost?

Because *Flying Start* is fully-funded by the Higher Education Equity Programme, there will be no cost to you. On Wednesday, Thursday, and Friday (10 to 12 February), lunch will be provided at UWA. Transport costs to Forest Edge camp, and all basic camp charges (other than those applying to optional activities), will be met by the programme.

Reg 8/—1/88

Appendix 8

TSSP 1988

Registration Form

TSSP 1988

Targeted Student Support Project
University of Western Australia

Registration Form

EDBM1:Forename EDBM1:Surname
EDBM1:Addressline1
EDBM1:Addressline2 EDBM1:Postcode

Course: EDBM1: Offer

Badge name: .....

1988 UWA Enrolment

....

....

....

....

I have read the information provided on the Targeted Student Support Project at UWA, and on *"Flying Start"*, which is part of this first semester programme.

I understand the benefits of TSSP participation, and I agree to cooperate in the evaluation of the programme. I know that this might require meetings with the project worker, and will involve the completion of one or two survey forms.

I am able to attend the five *"Flying Start"* days, and I intend to do so. I know that this includes two and a half days of on-campus activities (beginning at 9.30am on Wednesday 10 February) and a two day residential camp (beginning on Friday 12 February).

..... Date: ..... January 1988

Appendix 9

'Equity Survey' (December 1987)

Statistical summary
Database: TSSP participants, n=90

1988 Equity Project Survey. (n - 90)
Targeted Student Support Project group
Percentages are of 90 unless otherwise indicated

1. Highest educational qualification of father:

	Number	Percent
No secondary schooling	16	17.8%
Some secondary schooling	37	41.1%
Completed secondary school	14	15.6%
Post secondary certificate	23	25.6%
Degree from a university	0	0.00%
Total	90	100.0%

2. Highest educational qualificational of mother:

	Number	Percent
No secondary schooling	10	11.1%
Some secondary schooling	48	53.3%
Completed secondary school	15	16.7%
Post secondary certificate	17	18.9%
Degree from a university	0	0.00%
Total	90	100.0%

3. Highest educational qualification of older sibling:

	Number	Percent
No secondary schooling	1	1.1%
Some secondary schooling	4	4.4%
Completed secondary school	26	28.9%
Post secondary certificate	10	11.1%
Degree from a university	10	11.1%
Total	51	56.7%

4. Father's Occupation:

Code	Number	Percent
(0 Deceased, retired, disabled)	5	5.6%
1 Managers and Administrators	17	18.9%
2 Professionals	12	13.3%
3 Para-professionals	10	11.1%
4 Tradespersons	17	18.9%
5 Clerks	3	3.3%
6 Salespersons, Personal service workers	9	3.3%
7 Plant & machine operators, Drivers	10	11.1%
8 Labourers & related workers	11	12.2%
(9 Unemployed)	2	2.2%
Total	90	100.0%

5. Mother's Occupation:

Code	Number	Percent
(0 Deceased, retired, disabled)	1	1.1%
1 Managers and Administrators	8	8.9%
2 Professionals	6	6.7%
3 Para-professionals	2	2.2%
4 Tradespersons	1	1.1%
5 Clerks	28	31.1%
6 Salespersons, Personal service workers	9	10.0%
7 Plant & machine operators, Drivers	2	2.2%
8 Labourers & related workers	8	8.9%
(9 Unemployed)	25	27.8%
Total	90	100.0%

6. Father's Country of Birth:

Country	Number	Percent
Australasia	**38**	**42.2%**
Australia	38	
Europe	**43**	**47.8%**
Germany	2	
Greece	1	
Holland	3	
Hungary	2	
Italy	9	
Malta	1	
Portugal	2	
UK	19	
Yugoslavia	4	
Asia	**8**	**8.9%**
India	3	
Malaysia	2	
South Korea	1	
Vietnam	2	
South America	**1**	**1.1%**
Ecuador	1	1.11
Total	90	100.0%

(cont)

7. Mother's country of Birth:

Country	Number	Percent
Australasia	**45**	**50.0%**
Australia	43	
New Zealand	2	
Europe	**35**	**38.9%**
Germany	3	
Greece	1	
Holland	3	
Hungary	2	
Italy	6	
Portugal	1	
UK	16	
Yugoslavia	3	
Asia	**8**	**8.9%**
Burma	1	
China	1	
India	2	
Indonesia	2	
South Korea	1	
Vietnam	1	
Africa	**2**	**2.2%**
Egypt	1	
Mozambique	1	
Total	90	100.0%

8. Student's Country of Birth:

Country	Number	Percent
Australasia	**69**	**76.7%**
Australia	68	
New Zealand	1	
Europe	**13**	**14.4%**
Germany	2	
Holland	1	
Hungary	1	
UK	9	
Asia	**6**	**6.7%**
India	1	
Malaysia	2	
South Korea	1	
Vietnam	2	
Africa	**2**	**2.2%**
?	1	
Zimbabwe	1	
Total	90	100.0%

9. If born outside Australia, number of years in Australia:

No of Years	Number	% of 38
1	1	2.6%
2	1	2.6%
3	0	0.0%
4	2	5.3%
5	0	0.0%
6	4	10.5%
7	2	5.3%
8	1	2.6%
9	3	7.9%
10	0	0.0%
>10	24	5.3%
Total	38	100.0%

10. Language most commonly used by parents:

Language	Number	Percent
English	**78**	**86.7%**
European	**9**	**10.0%**
Croatian/Serbian	2	
German	1	
Greek	1	
Hungarian	2	
Italian	2	
Portuguese	1	
Non-European	**3**	**3.3%**
Cantonese	1	
Korean	1	
Vietnamese	1	
Total	90	100.0%

11. Present Expectations regarding Austudy:

Expectation	Number	Percent
All of Austudy	18	20.0%
Part of Austudy	22	24.4%
None of Austudy	27	30.0%
Don't know	23	25.6%
Total	90	100.0%

Appendix 10

'Flying Start' 1988

Timetable for Group Arts 'A' (Social Science)

Wednesday 10 February 1988 (Group: Arts 'A')

9.30am **Check in**
(Blue Room, Currie Hall)
Collecting your folder and badge; finding out what group you're in; meeting project workers.

10.00am **Opening Session**
Professor R. M. C. Lourens: Deputy Vice-Chancellor, UWA
(Blue Room, Currie Hall)
Your official welcome as a new member of the University community. (Coffee or tea at about 10.30)

11.00am **Getting Started in Arts**
Mrs Barbara Hamilton: Sub Dean, Faculty of Arts, UWA
(Meet at the office of the Sub Dean, Arts Building)
First year can be a challenge for all students - a new environment, strange people, unfamiliar freedom. It helps to know that the natives are not hostile and that there are signposts and guides to help you finish up where you want to be: i.e., firmly in second year.
The Sub Dean will tell you more....

12.00noon **UWA Student Support Resources**
Dr Alex MacKenzie: Student Support Service, UWA
(Bartlett Room, Currie Hall)
One of the keys to surviving in the system is knowing where to go and who to see for information, advice, or assistance on any personal or academic matter. You can then either avoid difficulties, or solve them with the minimum of effort and stress.

1.00pm **Lunch**
(Main Dining Room, ground floor, Currie Hall)
Essential! *Remember to hand your yellow Departmental Visit sheet to a project worker today.....*

2.00pm **Using Reid Library: (1) URICA**
Carole Duffill: Reid Library, UWA
(Meet at Reid Library Information Desk, on entry level)
Students will meet their subject librarian, who will introduce them to the organisation of Reid Library, the campus library which is most relevant to their course. In this first session, students will learn how to use URICA, the library's computer based catalogue.

3.00pm **Success Skills: Failing to plan is planning to fail**
Dr Eamon Murphy: Curtin University
(Council Room, Currie Hall)
Curing the first week blues; 'getting Psyched' - the problem of motivation; making time for study, and for the other important things in your life; students and stress.

4.00pm **Guild of Undergraduates**
Nick Dale: Education Council President, Guild of Undergraduates, UWA
(Meet at Council Room, Currie Hall)
Nick will give you a brief tour of Guild facilities, including the Recreation Centre, and will give you some details of the facilities which are available to you as members. (Nick is the *Flying Start* Camp Director, and can answer any questions you may have about arrangements for the coming weekend).

Guild Welcome: 5.30pm (Guild), followed by light meal, Ref Courtyard.
Bush Dance: 8.00pm (Currie Hall) Finishing at 11.00pm

Thursday 11 February 1988 (Group: Arts 'A')

9.00am **Success Skills: The lecture and what to do about it**
Dr Eamon Murphy: Curtin University
(Blue Room, Currie Hall)
Why are lectures a feature of courses at all Univervities? What difficulties do students commonly have with lectures? How to make worthwhile notes.

10.00am **Careers: Mind over Matter!**
David Hayles, Jerry Lee: Graduate Careers Service, UWA
(Graduate Careers Service, Hackett Hall)
A brief introduction and discussion about the value of thinking about and planning one's career and the importance of developing a positive attitude. You will meet staff members in the Careers Service and be shown some of the resources including the casual job service.

11.00am **Departmental Visit (1)**
(Details of Departmental hosts and meeting places will be have been given out during the first session of the day).
Students will meet informally with an academic staff member who can provide an introduction to the resources, to the personnel, and to some of the research activities of the department; who will be able to offer advice on how best to approach first year studies in the department; and who can indicate where these studies might lead.

1.00pm **Lunch**
(Main Dining Room, ground floor, Currie Hall)

2.00pm **Using Reid Library: (2) Information Retrieval**
Carole Duffill, Reid Library, UWA
(Meet at Reid Library Information Desk, on entry level)
Effective study requires not only that students can use URICA to find particular books or other documents to which they've been referred, but also that they can use the resources of the campus library system to locate information on topics which form part of their coursework or part of an individualresearchproject.

3.00pm **Targeted Student Support Project**
Charles Duffill, TSSP Project Worker, Student Support Service, UWA
(Council Room, Currie Hall)
A little more information on how this project came about and what it is intended to do. There'll be details of ways in which you might be able to benefit from TSSP later in the year, and ways in which your involvement may prove helpful to other students in later years. Also, any questions answered!

Friday 12 February 1988 (Group: Arts 'A')

9.00am **Success Skills: 'Communication is the name of the game...'**
Dr Eamon Murphy: Curtin University
(Council Room, Currie Hall)
As a university student, one thing you'll be expected to do is to speak confidently in front of a group, perhaps in front of a critical group. With the right approach, all of us can do this well. Effective writing skills also need to be developed: during your course, assessment will largely be based on your written work.

10.00am **Student Seminar**
Eugene McGrath; Monika Muller; Justin Reid-Preston : 2nd year students, UWA
(Council Room, Currie Hall)
Three successful students will discuss their experience in first year Arts, 1987. You'll be able to hear student opinions at first hand, and should be able to pick up some sound advice on how you might decide to handle the first few weeks - or even the whole year!

11.00am **Departmental Visit (2)**
(Details of Departmental hosts and meeting places will be have been given out during the first session yesterday - or check with any project worker).
Students will meet informally with an academic staff member who can provide an introduction to the resources, to the personnel, and to some of the research activities of the department; who will be able to offer advice on how best to approach first year studies in the department; and who can indicate where these studies might lead.

1.00pm **Lunch**
(Main Dining Room, ground floor, Currie Hall)

2.00pm **Bus to Forest Edge, Waroona**
(Departing from Currie Hall, arriving in Waroona at about 4.00pm)

Appendix 11

'Flying Start' 1988

Student evaluation form

☞ DON'T PANIC!

(This is going to be easy and won't take as long as you think!)

TSSP 1988

Targeted Student Support Project
380 2424 / 381 1507

'Flying Start' Evaluation

1. Most items in this form ask you to tick a box. This is to make it easier to fill in, and easier to process.
2. It's helpful to us if you complete all items, even though it might be difficult at this stage to recall events as accurately as you would like.
3. If you want to add comments anywhere, just write in the margins. We'll read everything!
4. There are only a couple of 'unstructured' items, where you're asked to write your thoughts on some aspect of the programme so far. Do your best!
5. This form does not carry your name. This is so that you can be as critical as you want to be.
6. We tried hard to make 'Flying Start' useful for you, but we want to be judged on results, not effort! We really need to know whether it worked, and how to improve it.
7. After we've processed your responses, we'll give the results to the presenters of all Currie Hall sessions, so they'll all know how their sessions went.

Please hand this Evaluation in at the Student Support Service sometime next week. (If you have time, you can tell me how your first week or so has been! Thanks, CD)

First, your opinion of the five days as a whole...

Here are the four outcomes which we had in mind for *'Flying Start'*. Tell us how well you think the programme achieved these:

'Flying Start' was intended to...			
One:	*Two:*	*Three:*	*Four:*
Welcome you as a new and as a valued member of the university community...	Give you information and advice which might otherwise take a while to pick up....	Let you meet and talk informally with some academic and support staff...	Give you the opportunity of getting to know some of your new fellow-students...
Did it work?	*Did it work?*	*Did it work?*	*Did it work?*
☐ Definitely ☐ Yes ☐ Not sure... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ Maybe... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ Don't know... ☐ No ☐ Definitely not

Can you summarise your general feelings about the whole five days?

What about the camp? Looking back, what is your general feeling about that part of the programme?

Wednesday morning, 10 February 1988 (Group: Arts 'A')

10.00am **Opening Session**

Professor R. M. C. Lourens: Deputy Vice-Chancellor, UWA

Your official welcome as a new member of the University community.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

11.00am **Getting Started in Arts**

Mrs Barbara Hamilton: Sub Dean, Faculty of Arts, UWA

First year can be a challenge for all students - a new environment, strange people, unfamiliar freedom. It helps to know that the natives are not hostile and that there are signposts and guides to help you finish up where you want to be: i.e., firmly in second year.

The Sub Dean will tell you more....

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

12.00noon **UWA Student Support Resources**

Dr Alex MacKenzie: Student Support Service, UWA

One of the keys to surviving in the system is knowing where to go and who to see for information, advice, or assistance on any personal or academic matter. You can then either avoid difficulties, or solve them with the minimum of effort and stress.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

Wednesday afternoon, 10 February 1988 (Group: Arts 'A')

2.00pm Using Reid Library: (1) URICA

Carole Duffill: Reid Library, UWA

Students will meet their subject librarian, who will introduce them to the organisation of Reid Library, the campus library which is most relevant to their course. In this first session, students will learn how to use URICA, the library's computer based catalogue.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some useful information or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

3.00pm Success Skills: Failing to plan is planning to fail

Dr Eamon Murphy: Curtin University

Curing the first week blues; 'getting Psyched' - the problem of motivation; making time for study, and for the other important things in your life; students and stress.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some useful information or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

4.00pm Guild of Undergraduates

Nick Dale: Education Council President, Guild of Undergraduates, UWA

Nick will give you a brief tour of Guild facilities, including the Recreation Centre, and will give you some details of the facilities which are available to you as members. (Nick is the *Flying Start* Camp Director, and can answer any questions you may have about arrangements for the coming weekend).

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some useful information or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

Thursday morning, 11 February 1988 (Group: Arts 'A')

9.00am Success Skills: The lecture and what to do about it

Dr Eamon Murphy: Curtin University

Why are lectures a feature of courses at all Univervities? What difficulties do students commonly have with lectures? How to make worthwhile notes.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

10.00am Careers: Mind over Matter!

David Hayles, Jerry Lee: Graduate Careers Service, UWA

A brief introduction and discussion about the value of thinking about and planning one's career and the importance of developing a positive attitude. You will meet staff members in the Careers Service and be shown some of the resources including the casual job service.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

11.00am Departmental Visit (1)

Students will meet informally with an academic staff member who can provide an introduction to the resources, to the personnel, and to some of the research activities of the department; who will be able to offer advice on how best to approach first year studies in the department; and who can indicate where these studies might lead. *Please indicate Department:* _____

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

Thursday afternoon, 11 February 1988 (Group: Arts 'A')

2.00pm Using Reid Library: (2) Information Retrieval

Carole Duffill, Reid Library, UWA

Effective study requires not only that students can use URICA to find particular books or other documents to which they've been referred, but also that they can use the resources of the campus library system to locate information on topics which form part of their coursework or part of an individualresearchproject.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

3.00pm Targeted Student Support Project

Charles Duffill, TSSP Project Worker, Student Support Service, UWA

A little more information on how this project came about and what it is intended to do. There'll be details of ways in which you might be able to benefit from TSSP later in the year, and ways in which your involvement may prove helpful to other students in later years. Also, any questions answered!

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

Friday 12 February 1988 (Group: Arts 'A')

9.00am **Success Skills: 'Communication is the name of the game...'**

Dr Eamon Murphy: Curtin University

As a university student, one thing you'll be expected to do is to speak confidently in front of a group, perhaps in front of a critical group. With the right approach, all of us can do this well. Effective writing skills also need to be developed: during your course, assessment will largely be based on your written work.

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

10.00am **Student Seminar**

Eugene McGrath; Monika Muller; Justin Reid-Preston : 2nd year students, UWA

Three successful students will discuss their experience in first year Arts, 1987. You'll be able to hear student opinions at first hand, and should be able to pick up some sound advice on how you might decide to handle the first few weeks - or even the whole year!

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

11.00am **Departmental Visit (2)**

Students will meet informally with an academic staff member who can provide an introduction to the resources, to the personnel, and to some of the research activities of the department; who will be able to offer advice on how best to approach first year studies in the department; and who can indicate where these studies might lead. *Please indicate Department:* _____

Session Rating....(tick one box per column)

Having a session on this topic was a good idea....	There was some usefulinformation or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely	☐ Definitely
☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...	☐ ? Maybe...
☐ No	☐ No	☐ No	☐ No	☐ No
☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not	☐ Definitely not

If a place in a similar programme were offered next year to someone you knew, would you recommend that they take it?

- ☐ Definitely
- ☐ Yes
- ☐ ? Maybe...
- ☐ No
- ☐ Definitely not

Can you suggest ways of <u>improving</u> any future programme?
(Different content? Different approach? Different timing? Anything??)

Are there any comments, criticisms or messages you'd like to pass on to any of the people who <u>contributed</u> to the five days?

Thanks for your help! (Don't forget to hand this in sometime soon)

Appendix 12

'Flying Start' 1988

Sample of evaluation feedback to session presenters

Memorandum Student Support Service

TSSP 1988
Targeted Student Support Project
380 2424 / 381 1507

6 May 1987

Carole Duffill
Reid Library

Carole:

As part of the evaluation of the 1988 Targeted Student Support Programme, detailed opinions were collected from students on their perceptions of the value of various experiences which were arranged for the five days of the *'Flying Start'* programme.

Students were very positive about the programme as a whole, and about their two library sessions in particular. Opinion was sought by questionnaire. Despite the length of the survey instrument (8 pages!) response rate was high (91%).

For each of the sessions which you ran in February I enclose:

1. A sheet describing the collection and coding of data, and giving mean ratings on the five questionnaire items per session.

2. The original questionnaire responses from which these mean ratings were derived.

I should mention that in the unstructured 'General Comment' area of the evaluation questionnaire, many students made additional specific and very favourable reference to the the library component of their *'Flying Start'* experience.

Thanks again for your help.

Charles Duffill

'*Flying Start*' Evaluation Report: Library Session 1 (Group: Arts 'A')

1. Session description (from timetable)

Using Reid Library (1) URICA

Students will meet their subject librarian, who will introduce them to the organisation of Reid Library, the campus library which is most relevant to their course. In this first session, students will learn how to use URICA, the library's computer based catalogue.

2. Rating instructions (from Evaluation Form)

Session Rating....(tick one box per column)				
(a)	*(b)*	*(c)*	*(d)*	*(e)*
Having a session on this topic was a good idea....	There was some useful information or advice given...	The session was generally well presented...	This presenter's attitude to students was positive...	This session needs to be improved if given next year..
☐ Definitely ☐ Yes ☐ ? Maybe... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ ? Maybe... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ ? Maybe... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ ? Maybe... ☐ No ☐ Definitely not	☐ Definitely ☐ Yes ☐ ? Maybe... ☐ No ☐ Definitely not

3. Rating results

Responses of 12 students were coded from 5 (for 'Definitely') through to 1 (for 'Definitely not'). Mean ratings for the five items are shown in the table below.

Rated item	*(a)* A good idea?	*(b)* Useful information?	*(c)* Well presented?	*(d)* Presenter's attitude?	*(e)* Need for improvement.
Mean, this session	**4.9**	**4.9**	**4.7**	**4.6**	**1.7**

Note that the rating instructions for item (e) are such that a relatively low mean rating for this item - indicating little need for improvement - is consistent with higher ratings for items (a) to (d).

Appendix 13

Notes for Study Group Leaders

Targeted Student Support Project 1988
Notes for Study Group Leaders

Student Support Service
The University of Western Australia

TSSP Study Groups

(Everything a 'Study Group Leader' needs to know!)

What is the Targeted Student Support Project?

It is one of the means by which this University seeks to improve its support of the personal, academic, and vocational aspirations of students. It began as a Commonwealth-funded 'equity' project. All of those who are taking part this year are 'first-generation' students (neither parent has university experience) who completed their TEE last year at a designated 'target' school (ie, a school which is under-represented in the UWA intake). The project is intended - in the long term -to correct this under-representation. Meanwhile, UWA is committed to supporting those ex-target school students who have made it here. This is one of the ways in which this commitment is expressed.

What is a TSSP 'Study Group'?

It's 1, 2, or 3 TSSP people working with a later-year student ('study group leader') who has done well in the subject. The aim is to promote the idea of TSSP students working together, and to give them access to the point of view and to the recent successful experience of the group leader.

How does a group get started?

A TSSP student approaches one of the project workers. We then look for a later-year student who is interested in working as a study group leader and who has a good and recent grade of pass in the relevant subject. The study group leader is given the phone number of the TSSP student - or students - and arranges a first meeting. (More details below...)

Who pays?

As study group leader, you are paid by the Project, through the University Appointments and Payroll Office, at the current official 'casual demonstration' rate: $13.67 per session.

What am I expected to do as the study group leader ?

You'll not be asked to give formal lectures on topics of difficulty! Students will only expect from you the sort of help and advice which it is reasonable to ask from a fellow-student. You are <u>not</u> a substitute for academic staff, and you should always advise students to contact staff when they require definitive subject information, or when you feel that your subject knowledge might be suspect... Sometimes the help you'll give will be enough, and sometimes not - but by talking over the issue with a more experienced student (you!), they'll probably ask the <u>right</u> questions when they consult their lecturer or tutor. They'll be clearer about what it is that they need to know.

☞

A cautionary word: remember that academic plagiarism is rightly regarded as a very serious matter. All assignment work which any student submits must be his or her own work, and must not be substantially or even in part the work of anyone else. This is not intended to prevent help being given to a student, nor is it meant to discourage students from working together and helping each other - but it **does** mean that all help must be directed towards enhancing an individual's understanding or competence.

> **It is essential that any improved performance by a student as a result of your effort is a consequence of this enhanced understanding or competence, and is not the result of a substitution of one person's effort or work by another's.**

You should satisfy yourself that students understand the need to present their own work in a such a way as to avoid any misunderstanding. That is, work submitted must not only be an individual student's own work - it must clearly apparent that it is so. (Check with me if you feel this might be a problem).

Who decides what topics are discussed?

The students you are working with make this decision, but you might need to prompt them. At the end of each session, you should ask ask them to indicate the area of work which they'd like to focus on next time. You'll then be in a better position to be helpful, and they'll have time to do some thinking about it too. Let us know if you feel that you need any guidance or advice on how to make your work more effective, or if you feel that your effectiveness is being limited in any way by lack of preparation by your students.

What if people drop out of the group?

It's O.K. as long as one student continues - a group of one plus the later-year student is enough.

How do I get started?

Here are the names and home phone numbers of students who are interested in working with you on selected topics in the subect in question:

_____	_____
_____	_____
_____	_____

This is what you do.....

1. Ring these students, introduce yourself, and arrange a first short meeting - no more than 15 minutes or so. This is to be **on campus** somewhere, with **everyone**. Use this first meeting just to set up a regular weekly meeting time, and to get some idea of the major areas of concern in the subject. If this meeting is fixed for a Monday, Wednesday, or Friday , and if it is held at or near the TSSP office in Student Support Service, then the next step is easy!

2. Tell us what time has been agreed, and we'll book a tutorial room for your use. (This can usually be sorted out on the phone straight away). When you have this information, you'll need to advise students where next to meet. we'll then record details of the arrangements, and give you a "Record of Work" form.

How do I get paid?

At each session, have <u>one</u> student sign the Record of Work form. Hand this in at the Project office at the end if each calendar month. We then submit a Payment Claim on the evidence of the signed record of work, and you should receive a UWA cheque in the mail within a week or so. Let us know if there is undue delay.

What if no-one turns up to a session?

Let us know immediately. You'll be paid for each occasion when you expected students. We will follow up non-attendance and will advise you whether to expect students next time.

What if students want more than one session a week?

If you have the time, go ahead and arrange the additional session. Let us know, both for budgeting purposes, and in order to book a room for the extra time.

What if I decide that I don't want to continue with this work?

Naturally, your own coursework must be your first priority. If you find that you simply can't continue as a study group leader - for whatever reason - it will be helpful if you tell us as soon as you can. We'll need to find a replacement: if you can recommend anyone, please do so - or perhaps suggest to the person you have in mind that they contact us.

Charles Duffill
380 2424

April 1988

Appendix 14

'TSSP Study Groups: Everything you need to know'
(Article from TSSP Newsletter)

TSSP Study Groups

(Everything you need to know!)

What is a 'Study Group'?

It's 2 or 3 (or maybe more) TSSP people working with a later-year student (the 'study group leader') who has recently done well in the subject. The aim is to work together, making use of the successful experience of the group leader. We've developed this idea over the last two years, and we now know how best to do it. We also know that it can work to your advantage....

OK! Now how do I start a study group?

First find out if any other TSSP person is also interested in working in this way. If there isn't anyone (or if you'd prefer to work individually with the study group leader) that's O.K. *A group of 1 plus the group leader is fine.* It's just that a slightly largely group can have added benefits....

☞ Then tell one of the TSSP workers: there'll be one of us in the office every Monday, Wednesday, and Friday afternoon.

What happens then?

1. We find a later-year student (probably an ex-TSSP person) who wants to work as a study group leader and who has a good and recent grade of pass in the subject....
2. This student phones you and arrange a meeting on campus so that you can decide *when* the regular weekly study group meetings will be held. You can go for (a) a single 45 minute time slot, (b) two of these a week, or (c) one longer 90 minute session. It's best - but not necessary - if everyone who'll be in the group goes to this meeting Then there'll be no timetable problems.
3. Next, the study group leader tells a TSSP worker of the arrangements that have been made, and we arrange for a tutorial room to be available. The room could be anywhere on campus, but is most likely to be somewhere in the Maths, Arts, or Social Sciences buildings.

Who pays?

The group leader is paid by the Project, through the University Appointments and Payroll Office, at the current official 'demonstration' rate. At each session, one of your study group will be asked to sign a 'Record of Work' form, which the study group leader uses in order to claim payment.

What should we expect the study group leader to do?

Well, don't expect a formal lecture on a topic of your choice! Remember that you're working with a successful fellow-student, who just happens to be further down the track than you are. You'll get <u>some</u> help with most of the problems you might come up against - as long as you prepare for the session.

☞

☞

Be sure to have an 'agenda' each time. Have a problem or a topic which you want to work through, and if possible, let the study group leader know what it is ahead of time... Sometimes the help you'll get in the study group will be enough, and sometimes not. But you'll find that by talking over the issue with a more experienced student, you'll ask the right questions when you go to your lecturer or tutor. You'll be clearer about what it is that you need to know. Most important: expect benefits to be long-term rather than immediate. Your assignment due next week probably won't be very different, but the one after that (and especially the one after that!) will be!

What if it isn't working? What if the study group leader isn't any good?
Don't continue with an arrangement if it's not working. Either (a) tell the person that you've decided to work by yourself, or (b) tell us, and we'll terminate them! We'll then look for a better study group leader.

What if I want more than two 45 minute sessions each week?
Possible. But you must tell us first before you make any deal with the study group leader.

What if we want to work as a study group, but without the 'leader'?
Not a problem. Go ahead - let's know if you'd like a room set aside for your use.

What if everyone drops out of the group except me?
That's O.K. - a group of one plus the later-year student is enough.

What if a study group isn't enough - what if we'd like a 'real tutorial' with a staff member instead?
This can probably be arranged. It's been done before. Let us know, and we'll talk to the Department concerned. We'll ask for an additional tutorial to be set up, and we'll offer to fund it. Or we might take a different approach: it depends on the subject, on our budget situation, on the number of students involved, and on the Department's current tutorial load.

What if I've asked for a study group to be set up, and I've heard nothing?
Remind us! It can sometimes take a week or so to get things moving. We have to find someone suitable, they have to be at home when we ring, and they have to come in and fill in a form (because they become casual employees of the University). This takes time. Then they have to ring you, and you have to be home! Occasionally there can be difficulty finding someone who is available to work, and who has the right subject experience. If that happens, then we advertise. So getting a group up and running can be a fairly slow process. **Allow a week** then check if you haven't been contacted: we'll let you know the state of play.

Appendix 15

1987 UWA Direct Enrolments by Degree Course
(Sample of 9 'least disadvantaged' schools)

1987 UWA Direct Enrolments by Degree Course
(Sample of 9 'least disadvantaged' schools)

School	AG	AH	AR	CO	EC	EN	HS	MD	MU	PE	SC	Total
Hollywood		1	14	5	5	9	1	1	1	3	19	59
John XXIII College	1		22	8	3	5	1	6		2	7	55
Hale School	1	2	11	17	6	3		7			8	55
Christ Church		2	9	14	4	5		6			12	52
Applecross		1	17	7	2	6		8		1	8	50
MLC	1	1	18	7	1			5			14	47
PLC		4	13	9	5	1		1		2	6	41
Churchlands			10	6	3	5		3	1	1	11	40
Scotch College	2	1	8	5	10	5		4			5	40
UWA Course	**AG**	**AH**	**AR**	**CO**	**EC**	**EN**	**HS**	**MD**	**MU**	**PE**	**SC**	**All**
Total, 9 schools	5	12	123	78	39	39	2	41	2	9	90	440
Percentage	1.1	2.7	28.0	17.7	8.9	8.9	0.4	9.6	0.5	2.0	20.4	100.0

Notes:
1. UWA courses are indicated by TISC codes. AG: Agriculture, AH: Architecture, AR: Arts, CO: Commerce, EC: Economics, EN: Engineering, HS: Horticulture, MD: Medicine, MU: Music, PE: Physical Education, SC: Science

2. These 10 schools rank amongst the lowest on the 'indicator of disadvantage' developed by the Commonwealth as a means of identifying educationally disadvantaged schools: ie, these are amongst the least disadvantaged schools. See Ross, Farish, and French (1985) for an account of the development of this indicator.

3. The indicator of disadvantage which has been calculated for each school is regarded as confidential information, and schools are not here listed in that order, but in order of the number of direct entry enrolments to UWA in 1987.

Appendix 16

1987 UWA Direct Enrolments by Degree Course
(Sample of 78 'most disadvantaged' schools)

1987 UWA Direct Enrolments by Degree Course
(Sample: 78 'most disadvantaged' schools)

School	AG	AH	AR	CO	EC	EN	HS	MD	MU	PE	SC	Total
South Fremantle												0
Central Midland												0
North Albany												0
Newman SHS												0
Cecil Andrews												0
John Paul College												0
Kearnan College												0
St Joseph's College												0
Girrawheen								1				1
Carnarvon			1									1
John Willcock											1	1
Merredin											1	1
Morawa							1					1
Kambalda											1	1
Kewdale			1								1	2
Mandurah						1					1	2
Rockingham			1								1	2
Harvey Ag.			1	1								2
Maddington						1					1	2
St Brendan's College			2									2
St Patrick's College				2								2
Balga			1		1			1				3
North Lake					1	1		1				3
Cyril Jackson						2					1	3
Manjimup			1								2	3
Pinjarra			1								2	3
Northam			2			1						3
Mt Barker			2					1				3
Albany			1								2	3
John Forrest			1	1						1		3
Kent Street			2								1	3
Mercy College			2								1	3
Kwinana			2								2	4
Lockridge						1					3	4
Katanning			3								1	4
Eastern Goldfields			2								2	4
Cannington			3								1	4
Collie	1			1		1				1		4
Thornlie			1							1	2	4
Bunbury Catholic College			2	1		1						4
Belmont			1			3				1		5
Hedland			2			1					2	5
Esperance				1		2					2	5
Karratha			3			1		1				5
Hampton			2								3	5
Forrestfield								1		2	2	5

(cont)

1987 UWA Direct Enrolments by Degree Course
(Sample: 78 'most disadvantaged' schools)

(cont)

Melville			1		1	2					1	5
CBC					1	1					3	5
La Salle College			3			1				1		5
Hamilton				1						1	4	6
Newton Moore			1	1		2					2	6
Gosnells			1			3		1		1		6
Swan View			2								4	6
De Vialar College			2		1					1	2	6
Bunbury SHS		2	3		1						1	7
Armadale			2	2		1	1				1	7
Safety Bay			2							1	4	7
St Joachim's High		1	1	3	2							7
Geraldton			2	1	1					2	2	8
Mirrabooka			2	2		1					3	8
Wanneroo			4								4	8
Como		1	2		2	2					2	9
Busselton		1	2	1	1	1				2	2	10
Eastern Hills			3	2						1	4	10
Balcatta			1		1			1			8	11
Narrogin Ag.			3		2	1		1			4	11
Lynwood				1		3		2			5	11
Perth Modern			4	1		1		1	2		3	12
St Thomas Aquinas		1	5	1				1			4	12
Craigie			3		3	1				1	5	13
Kelmscott			5			5		1	1		2	14
Governor Stirling			7	1	1	2		2			4	17
John Curtin		1	5			2	2	3		1	4	18
St Mark's (CBC Highgate)			1	2		6		1			8	18
Aranmore College			8	1	1	4				1	4	19
Scarborough			8	1	3	2			1	1	5	21
Swanbourne			4	2	2	9	1	3			2	23
Mt Lawley	2		11	6	1	2					6	28
UWA Course	**AG**	**AH**	**AR**	**CO**	**EC**	**EN**	**HS**	**MD**	**MU**	**PE**	**SC**	**All**
Total, 78 schools	3	7	138	36	26	68	5	23	4	20	139	469
Percentage	0.6	1.5	29.4	7.7	5.5	14.5	1.1	4.9	0.9	4.3	29.6	100.0

Notes:
1. UWA courses are indicated by TISC codes. AG: Agriculture, AH: Architecture, AR: Arts, CO: Commerce, EC: Economics, EN: Engineering, HS: Horticulture, MD: Medicine, MU: Music, PE: Physical Education, SC: Science

2. These 78 schools rank highest on the 'indicator of disadvantage' developed by the Commonwealth as a means of identifying educationally disadvantaged schools and communities. See Ross, Farish, and French (1985) for an account of the development of this indicator.

3. The indicator of disadvantage which has been calculated for each school is regarded as confidential information, and schools are not here listed in that order, but in order of the number of direct entry enrolments to UWA in 1987.

Appendix 17

TSSP 1989

UWA Educational Profile, Supplementary Statement (pp1-2)
Proposal, as incorporated in UWA Educational Profile
Table of proposed development, 1989 - 1993

The University of Western Australia

EDUCATIONAL PROFILE

SUPPLEMENTARY STATEMENT ON EQUITY ISSUES

1. EQUITY POLICY

The University is continually trying to balance the achievement of its primary objective of meeting the highest international standards in teaching and research with its commitment to equity principles and goals. Thus, the University remains committed to the use of objective common standards of merit and potential and recognises that this sometimes involves making special efforts to assist those with past or present disadvantage to reach those standards. A number of equity initiatives have therefore been established in three distinct policy areas.

1.1 Access

In this context the University has initiated two schemes to improve the access of Aboriginals to tertiary education, and has participated in the State Credit Transfer programme. The problem of the imbalance of women in certain disciplines has also been addressed and will result in a number of projects in 1989.

1.2 Support

In this context the University is committed to providing various support schemes for disadvantaged students who succeed in gaining admission in order to increase the retention rate for this group, which traditionally has been significantly low. An enclave scheme for Aboriginal students has been established with a dedicated Counselling and Study Centre. The University's Targeted Student Support Project, which was established on Commonwealth funding at the end of 1987, will be continued and developed in 1989. An English Language Centre has been opened, and a dedicated Overseas Student Adviser will be appointed early in the new year. A new Child Care Centre offering 100 places has been opened this year with additional provision for vacation and after-care services. The University continues to provide a budget line to finance minor works to facilitate access to buildings by disabled students.

1.3 Equal Opportunity to Complete

In this context the University is concerned to ensure that there is some similarity between the academic opportunities for students from different disciplines to succeed in their course of study. Attention is being given to the quality of teaching across disciplines, to the monitoring of examination standards, and to the standardisation of grades to reflect performance. The comparative quality of equipment and facilities is also a matter of concern. High on the University's list of building priorities is the Biological Sciences Library which is sub-standard and works to the disadvantage of students studying these disciplines.

2. EQUITY OBJECTIVES

The University's equity objectives for the next five years are:

2.1 To increase the number of Aboriginal students enrolled at the University from 30 to 200, through the following devices:

- Expansion of the intake into the Aboriginal Bridging Scheme.
- Confirmation of the Special Admission Scheme to earmarked funded places above quota for the rest of the triennium.
- Publication of the Scholarship opportunities for Aboriginal students under the Henty Award Scheme.

2.2 To improve the retention rates of disadvantaged students through development of the following support schemes:

- Aboriginal Enclave Scheme.
- Targeted Student Support Project
- English Language Centre
- Child Care Centre
- Disabled Students Provision
- Overseas Student Adviser.

2.3 To increase the proportion of women enrolled in disciplines in which they are currently in a significant minority.

2.4 To improve access to University courses with credit for students from the TAFE sector.

Revised Targeted Student Support Proposal, 1989

This revised proposal is a development of work carried out in 1987 and 1988 by the Student Support Service and funded as part of the Higher Education Equity Program. It includes orientation and support activities which are highly valued by students, and it permits the University to demonstrate a concern for issues of equity without any requirement for compromise on admission criteria.

'Targeting' allows student support resources to be used efficiently, and in accordance with equity objectives, by directing specifically designed services and activities to those students who are considered most likely to benefit. An extended and enhanced year-long Targeted Student Support Project can be implemented in 1989 for a lesser cost than that incurred in the current year because much of the necessary development work has already been completed. Professional and clerical staff are familiar with the general organisational requirements, and a group of students has been trained to work in a peer support role.

The project proposed for 1989 has the potential to generate publicity which can be used to promote an image of the University as responsive both to community needs and to the Commonwealth's interest in equity.

1. Targeting Process (October - January)

The project is concerned only with UWA students who have satisfied the normal entry requirements; who have previously attended a 'target school' of the Commonwealth's Participation and Equity Programme; and who are 'first generation' university students. Experience supports the assumption that in comparison to the majority of new admissions such students are likely to be:

1. less well informed about university life;
2. less well prepared for the experience (academically, personally, and socially);
3. less well supported by family, community, or peer networks.

The information needed to identify the target group is not routinely collected, and a postal survey of UWA applicants from target schools will be required. This can begin in October, when students will have lodged their TISC applications. Immediately after offers of a place at UWA have been mailed, eligible students enrolling in any faculty will be invited to participate in the project. (In 1988, invitations were extended only to students enrolling in the faculties of Arts, Economics and Commerce, Engineering, and Science). It is proposed to accept the first 120 respondents.

In order to permit long-term refinement of the targeting criteria, it is suggested that in 1989 all enrolling students be required to provide to the University some basic socio-economic information, preferably in the same format as the postal survey. At present, any equity strategy for this institution has to be based on certain broad assumptions about the enrolled or prospective student population: it is proposed that these assumptions be confirmed or corrected.

2. Planning and Preparation (October - January)

The five day, full-time, orientation programme in February *('Flying Start')* will aim to equip new students with some of the information and skills which are essential to success (and which it might otherwise take weeks or months to pick up). The cooperation of some 60 academics, administrators, counsellors, librarians, and 2nd year students must be secured. The extension of the project in 1989 to include students from eight rather than from four faculties will require additional staff liaison work, and will complicate the timetable both for the three days of intensive small group work, and for the residential component of the programme.

3. *'Flying Start'*: Five Day Programme (February)

Timetabled on-campus activities will include:

* an official welcome by a senior administrator
* meetings with the appropriate Sub-Dean
* library user education sessions
* visits to Student Support Service and Graduate Careers Service
* visits to University teaching Departments for informal meetings with staff
* study effectiveness course
* seminars with successful students from the 1988 programme
* a Guild orientation session

A two day residential camp (preferably at 'Forest Edge', near Waroona) will complete the five day experience. The aim will be to promote the establishment of peer support networks.

4. Continuing Support, Evaluation and Reporting (March - December)

Peer support networking will be sustained by means of:

* Study groups, in which common academic interests are formally addressed
* Additional tutorials by academic staff, financed from project funds
* Shared on-campus cultural and recreational activities, selected from Guild 'Recreate' and University Extension offerings
* A student-produced newsletter
* Organisational and financial support for approved social functions

A report will be prepared which will include an evaluation of the whole programme, and of the particular contributions of all who become involved in it.

(Costing details for this revised 1989 proposal are attached).

Costing, Revised 1989 Targeted Student Support Proposal

	Component	Cost	Percentage
1	**Targeting Process (October - January)**		
	TISC Data	800	
	Mailing of 1000 survey forms, reply paid	800	
	Mailing of 200 reminder letters, reply paid	160	
	Professional time (5 days)	710	
	Clerical assistance (10 days)	610	
		3080	**6.0%**
2	**Planning and Preparation (October - January)**		
	Professional time (40 days)	5682	
	Clerical assistance (14 days)	854	
		$6536	**12.7%**
3	**'Flying Start': Orientation Programme (February)**		
	Professional time (20 days)	2840	
	Clerical assistance (10 days)	610	
	Training and employment of student assistants	1600	
	Study skills consultant	1200	
	Employment of Camp director	800	
	Mailing of invitation package	180	
	Currie Hall accommodation	1450	
	Residential camp costs	3650	
	Bus hire	1050	
	Activies and catering	1200	
	Printing, stationery	350	
		$14930	**29.1%**
4	**Continuing Support and Evaluation (March - December)**		
	Professional time:		
	March-June, 3 days/week (54 days)	7670	
	July-December, 2 days/week (40 days)	5682	
	Clerical assistance, 1 day/week (38 days)	2318	
	Funding of study groups	3200	
	Funding of tutorials (academic staff)	4524	
	Funding of cultural and recreational activities	2200	
	Support of student-organised social activities	1200	
		$26794	**52.2%**
	TOTAL:	**$51340**	**100.0%**
	Cost per student (Group of 120)	**$428**	

Summary of Proposed Expenditure	$	%age
Professional time (159 days)	22578	43.9%
Clerical assistance (72 days)	4392	8.6%
Study skills consultant, tutors, study group leaders	9900	9.1%
Other employment costs	2400	5.5%
Mailing	1080	4.7%
Residential (off-campus) programme component	5900	11.5%
All other expenditure	5090	9.9%
TOTAL:	$51340	

Non-costed items
Office space, telephone, internal mail
Stationery, photocopying, incidental postage
Computer access
1988 TSSP documentation and formatted software

TSSP Pre-Enrolment Components	1988	1989	1990	1991	1992	1993
Year 10 Selective school visits by counsellor. Input to upper school course selection, and small group work with students and parents, working through school Guidance Officer or equivalent staff. In-school information dissemination.			➡	✓	✓	✓
Year 11 Selective school visits by counsellor and trained UWA students. Specific interest student seminars. Direct contact with secondary Austudy recipients. Individual student and family counselling offered through school guidance staff, with referral to cooperating UWA academic staff as required.				➡	✓	✓
Summer, Year 11-12 'Summer School One': On-campus programme for prospective target students. Use of subject teachers, trained UWA students and cooperating UWA academic staff. Coaching in specific TEE subjects, and informal introduction to selected UWA teaching Departments.				➡	✓	✓
Year 12 Specific subject campus visits to UWA teaching Departments. On-campus individual student and family counselling arranged through school guidance staff. Individual referral to academic staff as required.		➡	✓	✓	✓	✓
Summer, Year 12-UWA 'Summer School Two': Short formal courses of two types: * Bridging courses in mathematics and science, consolidating TEE work of special relevance to UWA first year units. * Preview courses comprising an introduction to subjects not taught at TEE level			➡	✓	✓	✓
Student Housing: Specific referrals of all prospective students with accommodation requirements to Student Housing Officer		➡	✓	✓	✓	✓

TSSP Post-Enrolment Components (a)	1988	1989	1990	1991	1992	1993
Before Term						
Parent Orientation Programme: One day, on-campus orientation for parents of participating students.			➡	✓	✓	✓
Orientation - *'Flying Start'* Five day full-time orientation programme with residential component. Timetabled on-campus activities to include: * official welcome by a senior administrator * meetings with the appropriate Sub-Dean * library user education sessions * visits to Student Support Service and Graduate Careers Service * visits to University teaching Departments for informal meetings with staff * study effectiveness course * seminars with successful students from previous years * a Guild orientation session A two day residential camp will be used to promote the establishment of peer support networking.	✓	✓	✓	✓	✓	✓
'Computing - Start Here' A first course for Macintosh users, including basic file management and word processing for essay and assignment purposes. Use of an on-campus Mac laboratory.		➡	✓	✓	✓	✓

TSSP Post-Enrolment Components (b)	1988	1989	1990	1991	1992	1993
Continuing Support: Terms 1 to 3						
Counselling Availability of designated counsellor throughout the academic year.	✓	✓	✓	✓	✓	✓
Academic Tutorials Additional incidental or weekly tutorials by academic staff as required.	➡	✓	✓	✓	✓	✓
Study Groups Scheduled students-only sessions in which common academic interests or concerns are addressed.	✓	✓	✓	✓	✓	✓
Computing tutorials Tuition in Macintosh use, including basic file management and word processing for essay and assignment purposes.	✓	✓	✓	✓	✓	✓
Computer access After hours student access to Student Support Service computers, and negotiation with other UWA Mac users for improved student access.	✓	✓	✓	✓	✓	✓
Cultural and Recreational Support Sponsorship of involvement in on-campus cultural and recreational activities offered by Guild and University Extension	✓	✓	✓	✓	✓	✓
Peer Networking: * Training of selected students in peer support roles, for current and subsequent years * Organisational and funding support for approved student social functions * Circulation of student-produced newsletter	➡	✓	✓	✓	✓	✓
Study Skills Courses Specifically designed courses as required, in consultation with UWA academic staff		➡	✓	✓	✓	✓
Student Common Room Provision of centrally located common room with extended hours access	➡	✓	✓	✓	✓	✓

Appendix 18

TSSP 1989

'Background Notes' for UWA staff

Targeted Student Support Project 1989
Background Notes

Student Support Service
The University of Western Australia

The Targeted Student Support Project 1989 is a development of work carried out over the past two years by the Student Support Service. It will provide a range of orientation and support activities for a 'target' group of newly enrolled UWA students.

Because the targeting procedure identifies students who are by the Commonwealth's definition 'educationally disadvantaged', the project has been funded as part of the Higher Education Equity Program. It can be seen as one way of demonstrating this University's responsiveness both to community needs and to Commonwealth policy without any requirement for compromise on admission criteria.

The Targeting Process

'Targeting' allows the direction of resources - in the form of specifically designed services and activities - to those students who are considered most likely to benefit from them. This complies with Federal Government's view, expressed in the recent White Paper on higher education, that institutions should review their student services in order to give higher priority to the needs of disadvantaged students. In selecting students for inclusion in this current support project, account will be taken of their UWA enrolment, their former school, the educational attainment of their parents, and their family income. Participation in the project in 1989 will be offered only to students who:

1 have satisfied normal UWA entry requirements for the faculties of Arts, Economics and Commerce, Engineering, or Science;

2 have attended a 'target' school of the project;

3 are 'first generation' university students; (ie, neither parent is a university graduate)

4 qualify to receive an Austudy living allowance.

In comparison to the majority of new admissions such students are likely to be less well informed about university life; less well prepared for the experience (academically, financially, personally, and socially); and less well supported by family, community, or peer networks.

'Target Schools' of the Project

For the purposes of its equity policy in education, the Commonwealth identifies schools as 'disadvantaged' by means of an 'indicator of disadvantage', which takes account of those social characteristics of school neighbourhoods which are associated with 'a low capacity to take advantage of educational facilities'. (For details of the development of this indicator of disadvantage, see Ross, Farish, and French, 1985). School neighbourhoods differ considerably in this capacity. For example, the twelve least disadvantaged government secondary schools produce more than five times as many UWA new admissions as the twelve most disadvantaged, although total school enrolments are only 30% higher.

The 'target schools' of the Targeted Student Support Project in 1989 will be the 78 Western Australian schools ranking highest on the Commonwealth's indicator of disadvantage.

Although these comprise about two thirds of the number of schools from which UWA students come, together they can be expected to account for only 22% of all new admissions: about the same proportion as the 12 least disadvantaged schools.

First generation student status

In 1984 only 4.9% of males aged 40-49 held university degrees, but about 28% of Australian university students came from families in which the father was a graduate (DEET 1987). The families of 'first generation' students are less likely to appreciate the demands of tertiary education and the needs of students, and may be less able to provide appropriate advice and support. The under-representation of these students identifies them as a high priority group when support resources are being deployed.

Austudy qualification

At this university, 33% of full-time students receive all or part of the Austudy living allowance. Direct entry students qualify for this allowance on the grounds of low family income.

Collection of Targeting Data

The socio-economic data which might identify those individual students who ought be a particular concern of any campus-based response to the Commonwealth's interest in equity is at present not routinely collected. Information is being sought by means of a postal survey of UWA applicants from the 78 target schools of the project. Responses to this 'Equity Survey' will comprise a database which will be sorted to produce a list of students who - subject to their receiving an offer of a place at UWA - will meet project criteria.

The collection of this or of similar data from enrolling students, as part of the enrolment process, would add considerably to the university's knowledge of the socio-economic status of its student population, and would allow the development of appropriate and precise responses to the Commonwealth's direction that equity issues be addressed.

Invitations to participate in the project will be sent to all eligible students enrolling in the faculties of Arts, Economics and Commerce, Engineering, and Science immediately after offers have been mailed, and the first 80 positive respondents will be accepted.

Pre-Semester Activity

A five day, full-time, orientation programme *("Flying Start '88")* was offered last February as part of the 1988 Targeted Student Support Project, following a series of extended interviews with newly admitted students from 'disadvantaged' schools in 1987.

While these students were generally positive about their UWA experience, they offered some criticism and reported some difficulties: most felt that the university had done little to make them feel welcome or valued; that they had not been well-informed either about courses or about the particular demands of tertiary education; that it was difficult to get to know academic staff; and that it was important to develop personally and academically supportive friendships with their new fellow students.

The 1988 "Flying Start" week was designed to address these four issues. As part of the evaluation exercise which followed it, students were told that there had been four general aims for the week:

1. to make them feel welcomed
2. to make them feel well informed
3. to help them get to know academic staff
4. to help them get to know their new fellow-students.

They were then asked whether (in terms of these four aims) the week had been a success. The responses were as follows:

	Definitely Yes	Unsure	No	Definitely not
Aim*1	40%	48%	11%	1%	0%
Aim*2	65%	34%	1%	0%	0%
Aim*3	25%	57%	14%	4%	0%
Aim*4	81%	18%	0%	1%	0%

When asked whether they would advise someone they knew to accept an invitation to participate in a similar (1989) programme, 100% of students responded positively.

"Flying Start 1989"

In view of the satisfactory response to the February 1988 orientation programme, changes for next year will be of detail only. There will be three days of timetabled on-campus activities including

* an official welcome by a senior university executive
* meetings with the appropriate Sub-Dean
* library user education sessions
* visits to Student Support Service and Graduate Careers Service
* small group visits to University teaching Departments for informal meetings with staff
* a three session 'study effectiveness course'
* seminars with successful students from the 1988 programme
* Guild and Recreation Centre orientation sessions

A two day residential camp (at Nanga, near Dwellingup) will complete the five day experience. A major objective will be the establishment and promotion of peer support networks.

1989: Continuing Support

Throughout first semester, peer support networking will be sustained by means of:

* Study groups, in which some common academic interests are formally addressed by students
* Shared on-campus cultural and recreational activities, selected from Guild 'Recreate' and University Extension offerings
* A student-produced newsletter
* Organisational and financial support for approved functions

Participating students will have continuing access to the project worker, whose primary objective will be to assist them to take full advantage of the opportunities for personal, social, and academic development which this campus offers. Appropriate responses will be made to requests for information, advice, or counselling: in many instances this will involve referral to academic or administrative staff. The indications are that this continuing support is highly valued by students.

Further Information

For additional details on any aspect of the planning or implementation of the Targeted Student Support Project, contact Charles Duffill, Student Support Service (Ext 2424).

28 Nov 1988

Australia. Department of Employment Education and Training (DEET). 1984 Survey of full-time tertiary student finances. Canberra: Australian Government Publishing Service, 1987

Ross, K. N., Farish, S., and French, K. The development and application of indicators of educational disadvantage based on census descriptions of the neighbourhoods associated with Australian schools. Geelong, Victoria: Deakin University, 1985.

Appendix 19

Survey measure of student satisfaction

1. **QUE**: Questionnaire on University Experience
2. **CSSQ**: College Student Satisfaction Questionnaire

Survey form

The University of Western Australia

Student Support Service
Nedlands, Western Australia 6009
Telegrams Uniwest Perth, Telex AA92992
Telephone (09) 380 2423

28 April 1989

Dear Student:

I'm seeking your cooperation in a survey which I believe will help to fill a significant "information gap" in the planning process here at UWA.

Academics and administrators need to take account of how students feel about their experience here - including how satisfied or dissatisfied they are with various aspects of university life.

Because of the need to contain costs, only a sample of the whole student population can be surveyed. We've decided to seek the views of students who entered UWA from schools to which the university is developing a special commitment, and from which it would like to accept more students. Your former school is one of these.

I expect that filling in the survey form will take 5 or 10 minutes of your time. It will be very helpful to us if we can receive your completed form in the next week or so, in order that we can process the data before next semester. (You might be interested to know that this survey form has been used at UWA once before - in 1980. One question which this repeat of the survey may answer is whether any of the university's recent initiatives have had any effect on the general level of satisfaction of its students.)

Thanks,

A. MacKenzie

Alex MacKenzie
Director

(The survey form has no space for comments, but if there's anything you'd like to say about any of the items, or if you have any general views you'd like to express, we'll be very pleased to receive them. Just enclose a note).

The University of Western Australia

Q.U.E. (Part A)

The following questions refer to your experience of university so far. Please answer every question by drawing around the number in the answer column which most clearly describes your own situation. There are no right or wrong answers. Do not mark in between the answer columns. In cases where you are "undecided", choose the answer column which seems more true for you at the moment. We suggest that you work quickly without spending too much time on any one item, however, please be sure to answer every item.

		True	More True Than False	More False Than True	False
1	I am clear about the reasons I came to Uni	1	2	3	4
2	I discuss personal matters with other students at Uni	1	2	3	4
3	I feel confident that I made the right decision coming to Uni	1	2	3	4
4	I share jokes with other students when I am at lectures	1	2	3	4
5	I feel distant and remote from my lecturers and tutors	1	2	3	4
6	I tend to study only those things that are essential	1	2	3	4
7	I like to discuss my leisure activities with other students when I am at lectures	1	2	3	4
8	I find it difficult to get myself motivated	1	2	3	4
9	Whenever I think about it, I really like being a Uni student	1	2	3	4
10	I have no real friends at university	1	2	3	4
11	I get satisfaction from studying	1	2	3	4
12	I speak to the person sitting next to me at lectures	1	2	3	4
13	After all the effort to get a place in Uni, I'm not sure that it's what I really want	1	2	3	4
14	I feel I really belong at university	1	2	3	4
15	My life seems dull compared to other students	1	2	3	4
16	I think I am at Uni for the wrong reasons	1	2	3	4

		True	More True Than False	More False Than True	False
17	I think being a member of the academic staff here would be interesting and rewarding	1	2	3	4
18	Being at Uni will help me get what I want in life	1	2	3	4
19	Since I've been at Uni I've had real doubts about myself	1	2	3	4
20	I don't think university life really suits me	1	2	3	4
21	I often feel anxious at Uni	1	2	3	4
22	University just hasn't lived up to my expectations	1	2	3	4
23	I dislike attending lectures	1	2	3	4
24	Since I've been at Uni, I've really felt alive	1	2	3	4
25	I leave doing essays, assignments, reports, etc to the last moment	1	2	3	4
26	I generally keep to myself at Uni	1	2	3	4
27	I feel out of place at university	1	2	3	4
28	I take the opportunity to talk to other students during the lecture period	1	2	3	4
29	Being at Uni is just marking time while I decide on my future	1	2	3	4
30	When I am at university I feel lonely	1	2	3	4

Personal and enrolment information

Sex: Male ☐ Female ☐

First enrolled at UWA in: 1988 ☐ 1989 ☐

Faculty: Arts ☐ Economics and Commerce ☐ Engineering ☐ Science ☐

Are you still enrolled? (At 30 April 1989) Yes ☐ No ☐

Q.U.E. (Part B)

The purpose of the following items is to give you the opportunity of expressing how you feel about your university, of indicating aspects you are satisfied with, and aspects you are not satisfied with. (For some items you will need to answer with regard to how satisfied you think you will be on the basis of your experience so far at your university)

Read each statement carefully, and decide how satisfied you are with the aspect described in the statement. Then, using the coding key shown below, draw a circle around the number which best represents how satisfied you are. Please be sure to mark an answer for every item.

KEY

1 - I am VERY DISSATISFIED
2 - I am SOMEWHAT DISSATISFIED
3 - I am SATISFIED, no more, no less
4 - I am QUITE SATISFIED
5 - I am VERY SATISFIED

	INDICATE HOW SATISFIED YOU ARE WITH:	*Very Dissatisfied*				*Very Satisfied*
1.	The relevance of the material in your course for your future career	1	2	3	4	5
2.	The chance of getting acquainted with the academic staff in your major subject	1	2	3	4	5
3.	The kinds of things that determine your level of pass	1	2	3	4	5
4.	The willingness of lecturers and tutors to talk with students outside of class time	1	2	3	4	5
5.	The social events that are provided for students	1	2	3	4	5
6.	The non-curricular cultural activities available	1	2	3	4	5
7.	The procedure for appeals against administrative decisions	1	2	3	4	5
8.	The number of "Distinctions", "Credits", and "Passes" that are given to students	1	2	3	4	5
9.	The chance for a student to develop his/her best abilities	1	2	3	4	5
10.	The method of assessment that is used	1	2	3	4	5
11.	The opportunity "to be heard" when you have a complaint about an assessment	1	2	3	4	5
12.	The chance to take subjects that fulfil your goals of personal growth	1	2	3	4	5

☞

		Very Dissatisfied				Very Satisfied
13.	The things you can do to have fun here	1	2	3	4	5
14.	The amount of personal attention students get from academic staff	1	2	3	4	4
15.	The friendliness of most members of academic staff	1	2	3	4	5
16.	The chance to participate in making decisions about school or faculty regulations	1	2	3	4	5
17.	The chance of getting an examination result which reflects the effort you put into studying	1	2	3	4	5
18.	The chance to meet people with the same interests as you	1	2	3	4	5
19.	The interest that most lecturers and tutors take in the progress of their students	1	2	3	4	5
20.	The chance to explore important ideas	1	2	3	4	5
21.	The chance you gave for a "fair break" here if you work hard	1	2	3	4	5
22.	The extent to which students are consulted about methods of assessment	1	2	3	4	5
23.	The intellectual stimulation you get from being a student	1	2	3	4	5
24.	The chance you have of doing well if you work hard	1	2	3	4	5
25.	The preparation students are getting for their careers	1	2	3	4	5
26.	The opportunity for informal contact between academic staff and students outside of class	1	2	3	4	5
27.	The influence that students have on course material	1	2	3	4	5
28.	The quality of the education students get here	1	2	3	4	5
29.	The opportunity to make close friends	1	2	3	4	5
30.	The respect that is shown for the ideas of students	1	2	3	4	5
31.	The chances for men and women to get acquainted	1	2	3	4	5
32.	The extent to which student opinion influences important decisions about department or faculty	1	2	3	4	5
33.	The amount of study it takes to get a pass mark	1	2	3	4	5
34.	The opportunity of getting acquainted with students outside of class	1	2	3	4	5
35.	The availability of your lecturers and tutors for discussion about your course work	1	2	3	4	5

Form [D]

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